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ABSTRACT

The Max Planck Institute for Human Development and Education in Germany consists of four research centers dealing with the following topics: sociology and the study of the life course; development and socialization; psychology and human development; and school systems and instruction. This English-language annual report of the Planck Institute, which is published every 3-4 years, is organized in the following manner: (1) brief summaries of the major research projects are given for each of the centers; (2) an overview of the general research program and activities of each of the four centers is given in an introductory overview preceding reports on the specific projects being carried out; and (3) publications and activities related to a particular research project are listed at the end of the report on that project. All publications published in 1990 can also be found in the list of publications appended to the report. Representative projects include "Life Course and Social Change," "Transition from Childhood to Adolescence in the Family," "Studies in Peer Interaction in Middle Childhood," and "The European Dimension in Education." Appendixes include lists of research colloquia, visiting scientists and guests, other professional and teaching activities, and research scientists; and a list of 181 reports, 1 doctoral thesis, and 5 master's theses published by the institute. (KC)

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Max-Planck-Institut für Bildungsforschung
Max Planck Institute for
Human Development and Education

ANNUAL REPORT 1990

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I. INTRODUCTION

Goals of the Institute

The Max Planck Institute for Human Development and Education (Bildungsforschung) is one of the 61 research institutes and independent working units of the Max-Planck-Gesellschaft zur Förderung der Wissenschaften, an independent research organization jointly sponsored by the Federal Republic of Germany and the 11 states composing it prior to the unification of the two Germanys during the year 1990.

The Research Centers

The Institute is organized into four research centers: (1) Sociology and the Study of the Life Course; (2) Development and Socialization; (3) Psychology and Human Development; and (4) School Systems and Instruction.

In the Center for Sociology and the Study of the Life Course (director: Karl Ulrich Mayer), empirical research is oriented towards the analysis of social structure and institutions in a macrosociological, historical, and comparative perspective. Currently, this research is organized around three major foci: (1) the social structure of the life course; (2) the interrelations between family, education, and the employment systems as mechanisms of social inequality; and (3) the meaning structure of individual biography. The research centers on the degree of interdependence among the processes of family formation, educational careers, and occupational trajectories in the life histories of the members of various birth cohorts that differ in their historical situation. It is supplemented by studies analyzing the social uses of educational qualifications as well as the role of work experience in personality development. The methodology of sociostructural analysis and the analysis of dynamic processes provide additional foci of activity.

In 1990, the political events leading to the reunification of Germany have called upon the Institute to expand the scope of its research to include the analysis of processes that were typical of the social structure of East Germany. The Center for Sociology and the Study of the Life Course accordingly expanded its life-course studies to cover the 1930, 1940, 1952, and 1960 cohorts living in the former German Democratic Republic.

In the Center for Development and Socialization (director: Wolfgang Edelstein), research centers on the development of action and interaction competence in social contexts. The major topics of this Center's research are: (1) the formation of cognitive, social, and moral competences in children and adolescents; (2) the effects of peer interaction on sociocognitive development in children; and (3) the emergence and transformation of basic scientific concepts in the history of culture and science.

Studies comparing sociomoral orientations of East and West German children and adolescents round off cross-cultural research on moral development conducted at the Center.

The Center for Psychology and Human Development (director: Paul B. Baltes) is characterized by a life-span perspective. The studies of children, adolescents, adults, and the elderly concentrate primarily on the development of personality, intelligence, memory, and information processing, as well as on various aspects of life-long socialization including the family. In each of these areas, plasticity of human functioning and the conditions for its optimization play an important role in the conceptual and methodological design of the studies. Theory, methodology, and history of developmental psychology define an additional area of research. A number of studies have recently been replicated in East Germany.

In the Center for School Systems and Instruction (director: Peter M. Roeder), research is concentrated on three topics: (1) the development of the educational system in relation to its social setting; (2) the organization and administration of teaching and learning in the primary and secondary educational system as well as in the universities; and (3) individual learning processes. Projects of the Center include current developments in the primary school, the upper elementary school, and the comprehensive school; and teacher professionalization.

Further projects analyze the use of educational media in the schools; the problems of foreign children in German schools, and, after remigration, in the schools of their home countries. Questionnaire studies investigate scientific competition and scientific productivity at the university level, and the state of the educational sciences in the German universities. A major longitudinal study of classroom learning is being implemented both in West and East Germany.

Governance

The Max Planck Institute for Human Development and Education is embedded in the system of governance of the Max Planck Society as a whole. In general, this system of governance allocates major responsibility for planning and evaluation to the individual institutes.

The Institute is governed by a Board of Directors. Currently it consists of the four members of the Institute who are fellows (Mitglieder) of the Max Planck Society (Baltes, Edelstein, Mayer, Roeder) plus one senior researcher from the Institute staff, Prof. Lothar Krappmann. One of the directors serves as executive director for a two-year period, with the possibility of one two-year extension.

To advise the Board of Directors on matters of scientific research and policy, several in-house committees comprise representatives elected by the entire scientific staff or by appointment. The major institute-wide committee is the Grundsatzkonferenz (comparable to an elected faculty committee, and consisting of the scientific directors and 10–12 representatives of the research faculty). In its regular meetings, the Grundsatzkonferenz addresses the planning and evaluation of the Institute's policy and overall program of research.

A major source of external review and advice is available in the Institute's Board of Scientific Advisors. The members of this Board (appointed for four-year terms by the President of the Max Planck Society) meet annually to discuss and review completed, ongoing, and future research conducted at the Institute. The current members of this Board are listed in the frontmatter of this report.

Personnel and Resources

The regular staff of the Institute consists of approximately 160 persons, including the support staff. Of this total staff, 54 are research scientists at the postdoctoral level, mostly sociologists, psychologists, and educational scientists.

In addition to the permanent and regular staff, there is a varying number of pre- and postdoctoral research fellows and visiting scientists. In 1990, this group with its international composition numbered about 30 individuals on the average, including ten visiting scholars from foreign universities.

The Institute's research is supported by a number of service units: the Library and Research Documentation Unit (at the present time, its holdings include approximately 150,000 volumes and about 750 journals); the Computing Services Unit; the Social and Educational Statistics Unit; the Central Secretarial Unit; the Editorial and Publications Unit; the Technical Services (responsible for printing, mail, mechanical and electrical maintenance, laboratory maintenance, and the car pool); and finally, the administrative staff.

During the last years, and with the advent of a stronger interest in experimental and empirical research in the Institute, new laboratory and computer facilities have been acquired. In 1990, this included the VAX cluster (with a central component Vax 11/750 and a set of MicroVax computers) and an INTERLAN/DECNET terminal network. In addition, the computer-assisted stations for psychological experiments, testing, and observation were expanded during 1990.

History of the Institute

The Institute was founded in 1963, on the initiative of Hellmut Becker, who also served as its first director until his retirement in 1981. Becker's primary scientific interest was in the field of law and education. The other founders of the Institute, and Becker's co-directors were the economist Friedrich Edding (retired in 1977); the sociologist of education Dietrich Goldschmidt (retired in 1982); and the educational theorist Saul B. Robinsohn, who died in 1972. In 1973, psychosociologist Wolfgang Edelstein and educational scientist Peter M. Roeder joined the initial group of scientific co-directors. The retired directors continue their work at the Institute.

In its first 15 years, the Institute contributed in a major way to establishing interdisciplinary educational research in the Federal Republic of Germany. In addition, it played a leading role in the development of educational policy as a field of theoretical analysis and practical application.

Since 1981 and after the retirement of the founding generation of scientific directors, two new directors, psychologist Paul B. Baltes (1981) and sociologist Karl Ulrich Mayer (1983), have joined Wolfgang Edelstein and Peter M. Roeder as scientific directors of the

Institute. Their appointment and the ensuing reorganization of the Institute into four research centers was accompanied by an increased focus on basic research, in particular on longitudinal life-span psychology and life-course sociology.

Organization of the Annual Report

The Institute's annual report is usually prepared in German. At intervals of about 3-4 years, the annual report is presented in English to facilitate international communication concerning the Institute's activities and international cooperation. The last report to be prepared in English was published in 1986.

The annual report is organized in the following manner:

- Brief summaries of the major research projects are given for each of the Centers. Several of the projects, however, involve collaboration between Centers.
- An overview of the general research program and activities of each of the four Centers is given in an introductory overview preceding the specific reports on the different projects.
- Publications and activities related to a particular research project are listed at the end of the report on that project; all publications appearing in 1990 can also be found in the "List of Publications" appended to the entire report.

Inquiries about publications should be addressed to the author(s) of the individual projects. Copies of annual reports are available from the Publications Unit (Redaktion) of the Institute.

For the Board of Directors:
Wolfgang Edelstein

II. CENTER FOR SOCIOLOGY AND THE STUDY OF THE LIFE COURSE

Introductory Overview

The Center for Sociology and the Study of the Life Course is concerned with research on (a) macrosocial structures and institutions, especially education, family, and employment, (b) microsocial processes and action, and (c) their interrelations and changes over time and differences across societies. Its sociological and interdisciplinary projects are conceived within the twofold framework of the Institute: (i) processes of individual and societal development and (ii) institutional structures and changes in the educational system.

A major current emphasis of empirical research at the Center is studies of the social organization of the life course from youth to old age and across cohorts born within the last century. Our major theoretical concern is with the production and reproduction of social inequalities.

Both past and current projects within the Center take as their starting point the relationships between education (and training) and other spheres or institutions in society. On the system level, we are interested in the ways in which family structures, educational and occupational hierarchies interconnect in the formation of the system of inequality. With regard to individuals, we are interested in the determinants of educational attainment and their impact on occupational careers and family events.

Both perspectives define the approach we are taking to the study of the social and temporal structure of the life course from childhood to old age. In this area of research, we are investigating how institutions – such as the educational system, the occupational structure, or the interventional systems of the welfare state – regulate and shape individual life histories. In addition, we are interested in questions of subjective biography, i.e., how persons experience, define, and interpret their life trajectories.

In this context, comparative studies across societies and across historical time are of special importance for sociological studies since only such comparisons can show the impact of specific institutional arrangements.

The conceptual framework of studies in the Center thus combines macrosocial structures and processes with the level of institutions and the level of individual action. In research strategy we therefore favor empirical approaches which allow us to aggregate individual properties and trajectories up to institutional structures and – vice versa – to take organizational contexts and macroconditions into consideration with regard to their effects on the individual level.

The research projects carried out within the Center can be grouped under five major thematic headings: life course and social change; institutions and organizations: education, employment, and occupation; social inequality and societal development; qualitative microsociology: biography and everyday life; methods of empirical research.

A. Life Course and Social Change

In 1983 the Center was reorganized and a research program on the social structure and social change of life courses was established as the major area of investigation. Specifically, we are concerned with developmental conditions during childhood and their impact on the later life course, educational trajectories and occupational training, occupational entry and occupational careers, income trajectories, family formation and fertility, migration in the life-course context, exits from the labor force and transition at retirement, processes of social aging, their relation to prior life history and to cognitive, psychological, and biological aging.

These studies have five major aims:

(i) We want to understand the mechanisms by which persons are allocated to different positions within the multidimensional structures of social inequality based on class, stratum, gender, or ethnicity.

(ii) We want to analyze cumulative processes, the nature of causal relationships and temporal contingencies across the life course, among other things, the interrelationships between employment trajectories and family life and the mutual interdependencies of the life histories of spouses and family members.

(iii) We want to understand the workings of major social institutions, expecially the educational system, the labor market, and family structures, by analyzing the flows of populations through such institutions, the related selection and socialization processes.

(iv) We want to reconstruct social history by means of cohort analyses, and we want to understand social change both as a cause and a product of individual action and life patterns.

(v) We want to understand the relationships between the social, economic, psychological, and biological dimensions of individual development and the life course.

The main empirical basis for these investigations is the representative sample surveys of the German Life History Project, which will soon comprise more than 9,000 detailed and quantified life histories of men and women born between 1895 and 1961 in West and East Germany. A second important data source is the Socioeconomic Panel of Households, which is a yearly survey conducted since 1984. This panel study encompasses ca. 6,000 households and ca. 12,000 persons.

B. Institutions and Organizations: Education, Employment, and Occupation

The analysis of the institutions of general education and occupational training and their connection to employment opportunities and occupational career tracks is an important research topic of the Center. Traditionally, questions involving the employment of highly qualified manpower have been investigated, as well as the impact of demographic changes and employment cycles, and the effects of educational expansion. One of the projects completed investigated the occupational opportunities of university graduates with prior occupational experience (Zweiter Bildungsweg). A series of projects is concerned with the impact of the inflow of foreign workers into the educational system. In this area, questions of the relationships between organizational structures, individual characteristics, and performance are also of interest, especially with regard to cultural organizations. One current project in this context is concerned with cross-national comparisons of the organizational structure and achievements of symphony orchestras.

C. Qualitative Microsociology: Biography and Everyday Life

Whereas the major research program is quantitative and macrosociological in orientation, the Center encourages projects which are complementary in the sense that they focus more on the microlevel of action and behavior and their subjective dimensions. In these projects, primarily qualitative methodologies are being applied to small samples.

A longitudinal project on the relationship between working conditions and personality development (control beliefs, moral consciousness) of metal workers has just been completed. It will be followed by a kindred study with more varied work settings.

A study on the biographies of persons whose work lives were interrupted and reshuffled by the building of the Berlin Wall has also just been completed. A third project in this area is concerned with observations on the everyday life of young school children in different local settings.

D. Social Inequalities and Societal Development

A common theoretical focus for almost all of the studies carried out in the Center is the question of the determinants and impacts of social inequality and the interpretation of the structures and development of modern societies. We deal here, e.g., with issues of the relationship between educational hierarchies, value differentiation, and stratification (in a project on the so-called 'Akademiker,' university graduates), the restructuring of the class structure by ethnic differentiation, or the organizational features and relative impacts of market and (former) socialist economies. We have started one project on life courses in East Germany, where the variation in class and stratum formation will be one of the major topics of research.

E. Methods of Social Research

Basic research in the substantive areas which the Center is concerned with requires large investments in data collection and data organization as well as in methods of data analysis and statistical modeling.

Methodological studies involving data collection deal with problems of telephone and personal interviewing, retrospective measurement, the scaling of occupational status, the editing and correction of life-course protocols using taped records, and the development of large-scale databanks with time-dependent data. Methodological work in the area of data analysis is mainly concerned with the dynamic – parametric and nonparametric – modeling of continuous event-history data. The major challenge lies here in the development of multitime, multilevel models and appropriate methods of estimation.

F. Disciplinary Orientation and Relations to the Other Centers

Although sociology, and especially macrosociology, consciously provides the major disciplinary anchor of the Center, relations to other disciplines are fostered. The life-course studies bring sociology, demography, and economics together and furnish a close link to social history. In several respects, psychological and sociological concerns are combined, and - in our participation in the Berlin Aging Study (BASE) - we collaborate closely within the same empirical project with colleagues from internal medicine, psychiatry, and the life sciences.

In particular, the Center carries on - in a limited manner - the older tradition of economic research within the Institute.

This Center shares with the Center for School Systems and Instruction a common interest in problems of educational selection and the general development of school systems. With the Center for Development and Socialization, it shares the problem of the transmission of sociostructural changes into the individual's life course. And with the Center for Psychology and Human Development, it shares an approach which is oriented towards the whole life course and likewise has to deal with methodological issues of longitudinal analysis.

1. Project "Life Course and Social Change"[1]

The studies conducted within this research program are primarily based on the sample surveys of the German Life History Project:

(1) 1981-83: Status attainment and family formation. Life histories of men and women born 1929-31, 1939-41, 1949-51. West Germany and West Berlin. Personal interviews, n = 2,171.

(2) 1985-88: The generation between the wars and the transition to retirement. Life histories of men and women born 1919-21. Personal interviews and telephone interviews. West Germany and West Berlin, n = 1,412.

(3) 1988-89: Educational expansion and the employment crisis. Life histories of men and women born 1954-56 and 1959-61. Telephone interviews. West Germany and West Berlin, n = 2,008.

(4) 1990-92: Social and political change in East Germany. Life histories of men and women born 1929-31, 1939-41, 1953-54, and 1959-61. Personal interviews, n = 2,400.

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[1] Scientific investigators: Jutta Allmendinger, Erika Brückner, Ursula Henz (German Research Foundation, DFG), Johannes Huinink, Karl Ulrich Mayer, Michael Wagner. Doctoral fellows: Rolf Becker, Michael Grundmann, Wolfgang Lauterbach, Marc Szydlik, Heike Trappe (1991-). Post-doctoral fellows: Liina-Mai Tooding (Estonia, USSR), Ineke Maas (The Netherlands). Visiting scholars: Aage B. Sørensen (Harvard University), Annemette Sørensen (Harvard University), Franz-Xaver Kaufmann (Universität Bielefeld).

At present, the research program is organized into six subprojects:

(1) Educational trajectories and labor-market processes;
(2) Family and the life course;
(3) The generation between the wars and the transition to retirement (birth cohorts 1919–21);
(4) The prolonged generation: educational expansion and the employment crisis (birth cohorts 1954–56 and 1959–61);
(5) Social and political change in East Germany;
(6) Methods of life-course research.

Work on the overall research program within the last year focused on theoretical issues of the macrorelations between social change and changes in patterns of the life course and the publication of several books on the research program and its results.

Earlier Major Publications from the Project

Allmendinger, J.: Career mobility dynamics: A comparative analysis of the United States, Norway, and West Germany. Studien und Berichte, Vol. 49, Max Planck Institute for Human Development and Education, Berlin 1989.

Blossfeld, H.-P.: Kohortendifferenzierung und Karriereprozeß – Eine Längsschnittstudie über die Veränderung der Bildungs- und Berufschancen im Lebenslauf. Campus, Frankfurt a.M./New York 1989.

Blossfeld, H.-P., A. Hamerle and K. U. Mayer: Ereignisanalyse. Statistische Theorie und Anwendung in den Wirtschafts- und Sozialwissenschaften. Campus, Frankfurt a.M./New York 1986.

Blossfeld, H.-P., A. Hamerle and K. U. Mayer: Event history analysis. Statistical theory and application in the social sciences. Erlbaum, Hillsdale/NJ 1989.

Mayer, K. U. and E. Brückner: Lebensverläufe und Wohlfahrtsentwicklung. Konzeption, Design und Methodik der Erhebung von Lebensverläufen der Geburtsjahrgänge 1929–1931, 1939–1941, 1949–1951. Parts I, II, III. Materialien aus der Bildungsforschung, No. 35, Max Planck Institute for Human Development and Education, Berlin 1989.

Tölke, A.: Lebensverläufe von Frauen. Familiäre Ereignisse, Ausbildung und Erwerbsverhalten. Juventa, München 1989.

Wagner, M.: Räumliche Mobilität im Lebensverlauf. Eine empirische Untersuchung sozialer Bedingungen der Migration. Enke, Stuttgart 1989.

Publications

Hofschneider, P.-H. and K. U. Mayer: Generationsdynamik und Innovation in der Grundlagenforschung. Berichte und Mitteilungen der Max-Planck-Gesellschaft, No. 3/90, Max-Planck-Gesellschaft, München 1990, 302 pp.

Leschinsky, A. and K. U. Mayer: The comprehensive school experiment revisited: Evidence from Western Europe. Peter Lang, Frankfurt a.M. 1990, 211 pp.

Mayer, K. U.: Introduction: Normative Voraussetzungen und ethische Implikationen sozialwissenschaftlicher Forschung. Beiträge zum Symposium anläßlich des 75. Geburtstages von Dietrich Goldschmidt. Max Planck Institute for Human Development and Education, Berlin 1990, 9-12.

Mayer, K. U.: Lebensverläufe und sozialer Wandel: Anmerkungen zu einem Forschungsprogramm. Kölner Zeitschrift für Soziologie und Sozialpsychologie, Special Issue 31: Lebensverläufe und sozialer Wandel, Ed. K. U. Mayer. Westdeutscher Verlag, Opladen 1990, 7-21.

Mayer, K. U. (Ed.): Lebensverläufe und sozialer Wandel. Kölner Zeitschrift für Soziologie und Sozialpsychologie, Special Issue 31. Westdeutscher Verlag, Opladen 1990, 467 pp.

Mayer, K. U.: Review of "Krise der Leistungsgesellschaft? Empirische Analysen zum Engagement in Arbeit, Familie und Politik" by K. O. Hondrich et al. Soziologische Revue 13, 2, 189-191 (1990).

Mayer, K. U.: Theory, rhetoric and research: John Goldthorpe's tennis player view of society and sociology. In: John H. Goldthorpe. Consensus and controversy, Eds. J. Clark, C. Modgil, S. Modgil. The Falmer Press, London 1990, 3-20.

Mayer, K. U.: Ziele und Programm des Symposiums. Vorwort. In: Generationsdynamik und Innovation in der Grundlagenforschung. Berichte und Mitteilungen aus der Max-Planck-Gesellschaft, 3/90, Eds. P. H. Hofschneider, K. U. Mayer. Max-Planck-Gesellschaft, München 1990, 9-14.

Mayer, K. U.: Lebensverläufe und gesellschaftlicher Wandel - Eine Theoriekritik und eine Analyse zum Zusammenhang von Bildungs- und Geburtenentwicklung. In: Statuspassagen und Institutionalisierung, Eds. J. Behrens, W. Voges. Leske + Budrich, Leverkusen (in press).

Mayer, K. U.: Life courses in the welfare state. In: Life course and social change, Ed. W. R. Heinz. Weinheim, Beltz (in press).

Mayer, K. U., J. Allmendinger and J. Huinink (Eds.): Vom Regen in die Traufe: Frauen zwischen Beruf und Familie. Campus, Frankfurt a.M./New York (in press).

Mayer, K. U. and N. B. Tuma (Eds.): Event history analysis in life course research. University of Wisconsin Press, Madison/WI 1990.

Mayer, K. U. and N. B. Tuma: Life course research and event history analysis: An overview. In: Event history in life course research, Eds. K. U. Mayer, N. B. Tuma. University of Wisconsin Press, Madison/WI 1990, 3-20.

Doctoral Dissertations

Becker, R.: Berufsverläufe im öffentlichen Dienst und in der Privatwirtschaft (forthcoming).

Grundmann, M.: "... Ich habe lange Jahre (...) nicht gewußt, wohin ich eigentlich gehöre ...". Individuelle Entwicklung und Sozialstruktur des Lebensverlaufs. Free University of Berlin, Berlin 1990.

Diploma Thesis

Hainke, H.: Arbeitsmarktsegmentation und Rentenzugang. Eine empirische Analyse des Rentenzugangsalters von Männern in den Jahren 1957 bis 1987 mit den Daten des Sozio-Ökonomischen Panels. Free University of Berlin, Berlin 1990.

Presentations

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Mayer, K. U.: Soziale Ungleichheit und die Differenzierung von Lebensverläufen. Vortrag im Sozialwissenschaftlichen Institut der Universität Düsseldorf, June 1990.

Mayer, K. U.: Objectives and design of the German Life History Study. Paper presented at the international conference "Bridging Levels of Analysis in the Study of Women's Lives Across Three Longitudinal Studies," Woods Hole/MA, September 1990.

Mayer, K. U.: The responses of universities and academies. Paper presented at the UNESCO colloquium "Science and Technology for the Future of Europe: New Forms of Cooperation Between East and West," Berlin, September 1990.

Mayer, K. U.: Soziale Ungleichheit und die Differenzierung von Lebensverläufen. Paper presented at the 25. Deutscher Soziologentag, Frankfurt a.M., October 1990.

1.1 Subproject "Educational Trajectories and Labor-Market Processes"[1]

This subproject is concerned with the description, explanation and modeling of educational trajectories, career entry, and career dynamics. Work in 1991 dealt mainly with employment patterns and occupational careers of women, labor-market segmentation, the dynamics of lifetime earnings, and the differences in career opportunities and restraints in the private and public sectors.

In 1990, several studies were published or revised for publication on educational careers, educational selection and social mobility, the transition from youth to adulthood, the relationship between education, women's employment and fertility, sex and sector differences in wage dynamics.

Doctoral dissertations are in progress on career dynamics in the public and private sectors (R. Becker), on the relationships between employment and income dynamics (K. Schömann), on women's employment and occupational trajectories especially after employment interruptions (W. Lauterbach), on labor-market segmentation and its effects on income inequalities (M. Szydlik), and on processes of intergenerational social mobility (U. Henz).

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[1] Scientific investigators: Jutta Allmendinger, Karl Ulrich Mayer. Doctoral fellows: Rolf Becker, Ursula Henz (German Research Foundation, DFG), Wolfgang Lauterbach, Marc Szydlik. Visiting scholars: Aage B. Sørensen (Harvard University), Annemette Sorensen (Harvard University).

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Szydlik, M.: Die Segmentierung des Arbeitsmarktes in der Bundesrepublik Deutschland. edition sigma, Berlin 1990, 168 pp.

Szydlik, M.: Einkommen, Einkommensdynamik und Arbeitsmarktsegmentation. In: Einkommensdynamik. Sozio-Ökonomische Daten und Analysen für die Bundesrepublik Deutschland, Vol. 4, Eds. U. Rendtel, G. Wagner. Campus, Frankfurt a.M./New York (in press).

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Becker, R.: Berufsverläufe im öffentlichen Dienst und in der Privatwirtschaft. Paper presented at the 25. Deutscher Soziologentag, Frankfurt a.M., October 1990.

Lauterbach, W.: Erwerbsverläufe von Frauen – Längsschnittanalysen unter besonderer Berücksichtigung von Erwerbsunterbrechungen. Paper presented at the 25. Deutscher Soziologentag, Frankfurt a.M., October 1990.

Mayer, K. U.: Occupational trajectories and career paths of women in the Federal Republic of Germany: Results from the German Life History Study. Paper presented at the international conference "Bridging Levels of Analysis in the Study of Women's Lives Across Three Longitudinal Studies," Woods Hole/MA, September 1990.

Mayer, K. U.: Lebensverlauf und Bildung. Das Forschungsprojekt "Lebensverläufe und gesellschaftlicher Wandel" – Ein Werkstattbericht. Paper presented at a colloquium of the Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF) together with the Onderuzoeksthemagroep Onderwijsleerprocessen (OTG) and the Fachgruppe für Pädagogische Psychologie (FPP), Berlin, October 1990.

Szydlik, M.: Querschnitts- versus Längsschnittanalysen – Arbeitsmarktsegmentation in der Bundesrepublik Deutschland 1984–1988. Paper presented at the 25. Deutscher Soziologentag, Frankfurt a.M., October 1990.

Unpublished Paper

Mach, B. and K. U. Mayer: Social class and career mobility in Poland and West Germany. Max Planck Institute for Human Development and Education, Berlin, and Polish Academy of Sciences, Institute of Sociology and Philosophy, Warsaw 1990 (unpublished manuscript).

1.2 Subproject "Family Development and Fertility"[1]

In the last year, research in the project "Family and the Life Course" concentrated on: (1) family formation (partnership, marriage, and the birth of children); (2) later phases of the marital and family life course (children leaving the parental household, marriage dissolution); (3) individual development and socialization.

In a review article, we discussed the current state of research on family formation. We argue that the shift from global macrotheories to multilevel approaches as well as life-course oriented concepts lead to major improvements in explaining the changing patterns of family formation. Especially studies of family formation have profited from the life-course approach since, in this way, it can be linked to other life domains like occupational career or migration.

An important theoretical conclusion we draw from previous empirical analyses is the rejection of a linear decline of social ties between adults and children. Sociostructural analyses do not support the global hypothesis of a specific push towards individualization with respect to the family. Neither do they support the related hypothesis of diminishing effects of social background. We predict that the relevance of familial relationships and parenthood for individual development will remain strong. The current situation is typical for a transition phase with many contradicting societal forces. The results also show that the attempt to solve these problems by retraditionalization would be politically useless.

Theoretical work on marital stability and the consequences of marital dissolution was continued. We propose a theoretical framework for explaining marital stability which was deduced from more general theories on pair-relationships and group cohesiveness. It is especially important to study marital stability in a way that combines several levels: the individual level, the marital dyad, kinship system, and society.

Empirical analyses in 1990 concentrated on studies of the relationship between family formation, the educational and occupational careers of women (job interruption and reentry), and migration (East-West migration between 1944 and 1961). The increasing short-term impact of women's participation in the labor force on fertility (but not on marriage) was demonstrated. In the long run, educational participation and employment of women seems to delay formation of the family, but does not seem to increase childlessness. The impact of migration as a German expellee or refugee from Eastern Europe to West Germany after the war on family formation varies between voluntary and forced migrations. Another aspect of the marital and family life course was considered in an empirical study on leaving home. In addition to the life-course data, the data of the Socioeconomic Panel were used. The results show that younger cohorts start living on their own (leaving the parental household) later with the decreasing relevance of marriage and an increasing relevance of entry into the labor market.

Finally, marital stability was studied. Several factors which increase the risk of divorce were identified. They relate to the stability of the parental marriage, biographical experiences (like living in nonmarital households before marriage), age at marriage, age and educational homogamy, specific marital investments (home ownership), birth of children, economic independence of women, and the broader social context of the marriage.

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[1] Scientific investigators: Johannes Huinink, Karl Ulrich Mayer, Michael Wagner. Doctoral fellow: Matthias Grundmann (until August 1990). Visiting scholar: Franz-Xaver Kaufmann (since October 1990).

The aim of the study on individual development and socialization was to analyze influences of experiences in the parental family on developmental opportunities for men in youth and early adulthood. Individual developmental processes were analyzed on the basis of event-orientated life-history data. Time, i.e., age at the beginning of an event and the duration of a measured situation are important information for determining developmental conditions and opportunities. There is empirical evidence that siblings mediate the educational aspirations of their parents. The consequences of fathers' absence for the generative behavior of their sons depends on whether or not the absence is a "relatively normal" situation, i.e., because of war conditions. These results exemplify the importance of historical influences on developmental processes. As family therapists have suggested, stepparents could have an influence on the cognitive behavior of stepchildren because of adaption problems of the new family member and family stress in early adolescence. We can confirm this hypothesis only for stepchildren who were older than 10 years old and finishing school when the stepparenthood began. These children stopped schooling earlier and started directly working without vocational training in order to become independent from their family of origin.

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Presentations

Grundmann, M.: The impact of fathers' absence on generative behavior in West Germany. Paper presented at the XIIth World Congress of Sociology, Madrid, July 1990.

Huinink, J. and W. Lauterbach: Bedingungen des Erwerbsangebots verheirateter Frauen. Workshop (IAB-Kontaktseminar) "Erwerbstätigkeits- und Arbeitslosigkeitsanalyse auf der Basis von Paneldaten," Berlin, May 1990.

Huinink, J., Y. Schütze and M. Wagner: Familienentwicklung bei Flüchtlingen, Vertriebenen und Übersiedlern in der Nachkriegszeit. Paper presented at the Sektion "Familien- und Jugendsoziologie" of the 25. Deutscher Soziologentag, Frankfurt a.M., October 1990.

Wagner, M.: The life course approach and the study of migration. European Science Foundation. Workshop on Applications of the Life Course Approach to Migrants in Contemporary Europe, Ghent, June 1990.

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Unpublished Papers

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Wagner, M.: Zur Bedeutung räumlicher Mobilität für den Erwerbsverlauf bei Männern und Frauen. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Doctoral Dissertation

Grundmann, M.: "... Ich habe lange Jahre (...) nicht gewußt, wohin ich eigentlich gehöre ...". Individuelle Entwicklung und Sozialstruktur des Lebensverlaufs. Free University of Berlin 1990.

1.3 Subproject "The Generation Between the Wars and the Transition into Retirement"[1]

As part of the Life Course and Social Change project, data about men and women born between 1919 and 1921 were gathered. Collecting representative life-history data of people of that age was a particular challenge – both conceptually and methodologically. First, comparability with the data collected for the previously studied cohorts 1929–31, 1939–41, and 1949–51 had to be assured. Second, considerable modifications of the questionnaire used for the study of these younger cohorts were necessary in order to adapt it to the specific historical and social conditions of this generation. Third, additional variables were developed to take into account the longer life span of this generation. Fourth, new instruments tailored to the need for recalling long and complex life histories were needed. The development of the technique of computer-assisted telephone interviews (CATI) for this study was a major methodological innovation (Brückner 1990b).

In effect, as of early 1990, there are two representative data sets for the 1919–21 cohort. The first data set comprises 407 interviews which were collected by use of traditional paper-and-pencil questionnaires. The second data set comprises 1,005 interviews which were collected by use of the new instrument, the CATI system. Comparing these two data sets raises the following questions: (1) Are there systematic differences in the composition of the two samples? If so, why? (2) Which of the two samples is 'better' in terms of external validity of the data? (3) Which of the two strategies deals 'better' with the problem of retrospective recollection of events?

First analyses (Brückner and Allmendinger) show that there are no clear-cut answers. Both techniques have, not surprisingly, their pros and cons. While, e.g., special groups of people are more likely to participate in a study conducted by phone (single women, who are by far the majority of women in this age), other groups of people are systematically excluded (most obviously, people without a phone). In turn, enhancing the validity of a sample requires balancing opposing forces.

Besides the array of methodological questions to be asked and answered by use of this specific data set, there is, of course, a myriad of substantive topics to be addressed. (1) How did people cope with the different political regimes and economic conditions? (2) Is this cohort, as a result of historical events, a 'special' cohort? The answer to this question greatly benefits by comparisons to the data available in the project at large – covering cohorts born in other periods and, in future, cohorts born in East Germany. (3) What is the significance of events experienced over the life course on the situation in old age?

There are three sets of investigations that were concluded in 1990. First, an analysis of the financial situation of men and women in retirement (Allmendinger, Brückner, and Brückner) has shown that the great financial gender disparities can only be understood by observing the interaction between legislation (which discriminates both directly and indirectly against women), labor-market forces (unequal pay for equal work, gender segregation by occupation and by employers), and intrafamilial power structures. The quick explanation that women simply 'worked less outside the home' is wrong. The analysis clearly shows that even when women spent as much time in the labor force as men did – in comparable jobs –, they are financially much worse off. At least for a woman of this generation, it was far better to marry a husband with 'pension potential' than to work herself.

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[1] Scientific investigators: Jutta Allmendinger, Erika Brückner, Karl Ulrich Mayer.

Second, as analyses of satisfaction in retirement (Allmendinger, Brückner, and Sandell 1990) show, financial well-being in retirement does not translate into a 'happy' retirement. Much more than money, it is the match between early life aspirations (measured by resources like educational and vocational attainment) and their realization over the life course that matters.

Third, the timing of retirement has been studied (Allmendinger and Brückner). This research shows which macro- and micro-level variables, separately and in interaction, affect the timing of retirement decisions for men and for women. By shifting the research from the individual to the family level and asking whether the husband or wife retires first, we show that the concept of individual life courses must be enlarged to include the concept of intrafamilial status disparities.

Publications

Allmendinger, J.: Der Übergang in den Ruhestand von Ehepaaren: Auswirkungen individueller und familiärer Lebensverläufe. Kölner Zeitschrift für Soziologie und Sozialpsychologie, Special Issue 31: Lebensverläufe und sozialer Wandel, Ed. K. U. Mayer, 272–303 (1990).

Allmendinger, J., E. Brückner and H. Brückner: The production of gender disparities over the life course and their effects in old age. Sonderforschungsbereich 3 "Mikroanalytische Grundlagen der Gesellschaftspolitik," Working Paper No. 302, Johann Wolfgang Goethe-Universität, Frankfurt a.M., Universität Mannheim. To be published in: Age, work, and social security, Eds. A. B. Atkinson, M. Rein (forthcoming).

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Allmendinger, J.: Age/wage profiles and retirement. Discussion of a presentation given by Lee Rainwater at the transatlantic research conference "Age, Work, and Social Security," Foundation for International Studies on Social Security, Luxemburg, June 1990.

Allmendinger, J.: Deciding when to retire: Interactive influences of occupational and household characteristics on retirement. Paper presented at the workshop "Applications of the Life Course Approach to Household Dynamics in Contemporary Europe," European Science Foundation, Ghent, June 1990.

Allmendinger, J.: The production of gender disparities over the life course and their effects in old age. Paper presented at the 85th annual meeting of the American Sociological Association, Washington/D.C., August 1990.

Allmendinger, J.: Family life-cycles and the transition of dual career couples into retirement. Paper presented at the conference "Bridging Levels of Analysis in the Study of Women's Lives Across Three Longitudinal Studies," Woods Hole/MA, September 1990.

Allmendinger, J.: Organizational behavior research in the 90s. Paper presented at the conference "Discussion of Chris Argyris: Knowledge that Tests Theory as it is Being Used," Harvard Business School, Cambridge/MA, December 1990.

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Brückner, E.: Methodological Issues of the German Life History Study. Paper presented at the conference "Bridging Levels of Analysis in the Study of Women's Lives Across Three Longitudinal Studies," Woods Hole/MA, September 1990.

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Allmendinger, J.: Das Ende des Erwerbslebens: Stop oder Stop and Go? Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Allmendinger, J.: When to retire: The intersection between the life course of married individuals and households. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Allmendinger, J. and E. Brückner: Whatever happened on the way to the market: On using complete work histories and biographical data for analyzing individual and family outcomes in old age. Paper prepared for publication in: Life history analysis, Eds. J. Giele, G. Elder (forthcoming).

Allmendinger, J. and A. Sørensen: Problems in empirical comparative research: Gender, time, and nation. Paper prepared for publication in: Life history analysis, Eds. J. Giele, G. Elder (forthcoming).

1.4 Subproject "The Prolonged Generation: Educational Expansion and the Employment Crisis"[1]

This study is concerned with the educational experiences, employment patterns, and occupational trajectories as well as the patterns of family formation of men and women born in the years 1954–56 and 1959–61. These cohorts are peculiar since they show the configuration of extended educational assets and restricted opportunities on the labor market. One of the goals of the study is to describe how the timing, duration, and patterns of education, occupational training, and occupational entry were affected by these conditions. Also, we want to investigate the effects on family formation, especially the impact on nonmarital unions.

The data for this study were collected by computer-assisted telephone interviews in 1988–89. Currently we are in the process of editing internal data checks, checking back with respondents in cases of unclear responses, and data organization.

Earlier Major Publication from the Project

Nuthmann, R. and K. Kortmann: Lebensverläufe im Wandel – Kohorten 1955 und 1960. Ablaufdiagramme und Masken des CATI-Programmes. Max Planck Institute for Human Development and Education and Infratest Sozialforschung München, München 1989, 375 pp.

Unpublished Paper

Nuthmann, R. and H. Brückner: Editionshandbuch für die Lebensverlaufsstudie, Kohorten 1954–56 und 1959–61, Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

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[1] Scientific investigator: Karl Ulrich Mayer. Staff: Hannah Brückner (head of editing group).

1.5 Subproject "Social and Political Change in East Germany"[1]

In November 1989, the East German political system collapsed and only 11 months later the two former German states were unified. East Germany has undergone a radical economic, political, and institutional change. A complete transformation of social structure is underway on all levels of society. This is the historical background of this new project in life-course studies at the Institute.

We are currently designing a retrospective survey by means of which we will collect extensive information on the life courses of 2,400 German men and women living in Eastern Germany. We want to obtain detailed information on past life courses and on the changes in life during the current transformation for four birth cohorts born between ca. 1930 and 1960 in the former German Democratic Republic. We plan to reinterview the respondents at subsequent points in time to obtain more information about the consequences of the radical restructuring of life courses.

The project has four main goals:

1. Description of the institutional system of the former German Democratic Republic – with respect to education, family, and employment – as compared to the West German state, on the basis of individual life-course data and historical analysis (macroanalysis).
2. Sociostructural analysis of life-course dynamics in a centralized state-socialist system, as compared to a welfare-state/market system in West Germany. On this level, we focus on the internal, interdependent structure of the life course and the impact of the system's conditions on and political intervention in the organization of life (macro- to microanalysis).
3. Analyses of people's life-course strategies and adaptations in state socialism. One main intention is to show how, in a strongly hierachically organized society, unintended consequences of political action can evolve. How and to what extent do these factors contribute to an informal structure of social relationships (e.g., in the procurement of goods and services) not regulated by the state (micro- to macroanalysis)?
4. Description and analysis of societal change in East Germany during the transformation. Important issues are changes in the system of social inequality, the effects on life trajectories, life plans, and general orientations of individuals, including short-term psychological coping and adaptive strategies.

The project started in October 1990. It is currently in the phase of conceptual development, theoretically and empirically. The retrospective part of the questionnaire is in preparation. The conceptualization of the cross-level part of the questionnaire dealing with the consequences of the social change in East Germany will be developed in the beginning of 1991. The complex questionnaire will be tested in two coordinated pretests. Field work for the main survey will start in the fall. The first empirical results can be expected in summer 1992.

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[1] Scientific investigators: Erika Brückner, Johannes Huinink, Renate Minas (1991–), Karl Ulrich Mayer, Heike Trappe (doctoral fellow).

Data will be collected on family histories, residential histories, education and occupational training, informal support networks, political attitudes and behavior, concepts of the political and socioeconomic order, psychological attributes.

Publication

Mayer, K. U.: Soziale Ungleichheit und Lebensverläufe - Notizen zur Inkorporation der DDR in die Bundesrepublik und ihre Folgen. In: Experiment Vereinigung: Ein sozialer Großversuch, Eds. B. Giesen, C. Leggewie. Rotbuch, Berlin (in press).

Presentation

Mayer, K. U.: Die Transformation der DDR-Gesellschaft. Herausforderungen an die Sozialstruktur-Analyse. Paper presented at the colloquium "Zur Lage der Sozialwissenschaften in der früheren DDR und die Herausforderung an die sozialwissenschaftliche Forschung," Universität Gießen, October 1990.

Other Papers

Esser, H., K. U. Mayer and E. K. Scheuch: Sozialer und politischer Wandel in der (früheren) DDR. Antrag auf Einrichtung eines Schwerpunktforschungsprogramms der Deutschen Forschungsgemeinschaft. December 1990.

Huinink, J.: Lebensverläufe und historischer Wandel in der ehemaligen DDR. Überlegungen zum Projekt. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

1.6 Subproject "Methods of Life-Course Research"[1]

Basic research in the area of life-course dynamics requires large investments in methods and techniques of data collection and data organization as well as in methods of data analysis and statistical modeling.

Methodological studies of data collection deal with problems of telephone and personal interviewing, retrospective measurement, the scaling of occupational status, the editing and correction of life-course protocols using taped records, and the development of large-scale databases with time-dependent data. Methodological work in the area of data analysis is mainly concerned with dynamic – parametric and nonparametric – modeling of continuous event-history data. The major challenge lies here in the development of multi-time, multi-level models and appropriate methods of estimation.

Work in 1990 concentrated, among other things, on cohort analysis, the estimation of age-, period- and cohort effects, unobserved heterogeneity in event-history models, event-history models in social mobility research, the measurement of retrospective data, and the adequateness of parametric models for continuous time dependencies.

Two papers deal with strategies of modeling family formation processes. Results show that parametric models are of limited use, but very efficient in studying global patterns of family development. In order to study interdependencies of life-course processes in different domains, other approaches are needed. A very simple method is proposed, based on the descriptive analysis of event rates calculated as the relation between person-months the respondents spent in specified life-course states until the event occurred and the number of events in the respective states.

Publications

Blossfeld, H.-P.: Auswertungsmethoden zur Analyse von kontinuierlich erhobenen Lebensverläufen. In: Lebenslaufforschung in der Bevölkerungswissenschaft, Ed. C. Höhn (forthcoming).

Blossfeld, H.-P. and A. Hamerle: Unobserved heterogeneity in hazard rate models: A test and an illustration from a study of career mobility. In: Event history analysis in life course research, Eds. K. U. Mayer, N. B. Tuma. University of Wisconsin Press, Madison/WI 1990, 241–252.

Blossfeld, H.-P. and A. Hamerle: Unobserved heterogeneity in event history models. Quality and Quantity (in press).

Blossfeld, H.-P., A. Hamerle and K. U. Mayer: Event history models in social mobility research. In: Stability and change: Methods and models for data treatment, Eds. L. Bergman, D. Magnusson, G. Rudinger, B. Törestad. Cambridge University Press, Cambridge (in press).

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[1] Scientific investigators: Erika Brückner, Ursula Henz (German Research Foundation, DFG), Johannes Huinink, Karl Ulrich Mayer. Staff: Jürgen Moka (database manager), Sigrid Wehner (programmer).

Brückner, E.: Die retrospektive Erhebung von Lebensverläufen. Kölner Zeitschrift für Soziologie und Sozialpsychologie, Special Issue 31: Lebensverläufe und sozialer Wandel, Ed. K. U. Mayer. Westdeutscher Verlag, Opladen 1990, 374–403.

Brückner, E.: Die Erhebung prozeßorientierter Ereignisdaten als retrospektive Längsschnittrekonstruktion. In: Fortschritt in der Wirtschafts- und Sozialberichterstattung. Mikroanalytische Grundlagen der Gesellschaftspolitik, Vol. 2, Part I, Eds. R. Hauser, U. Hochmuth, J. Schwarze (forthcoming).

Mayer, K. U. and J. Huinink: Age, period, and cohort in the study of the life course: A comparison of classical A-P-C-analysis with event history analysis, or farewell to Lexis? In: Data quality in longitudinal research, Eds. D. Magnusson, L. R. Bergman. Cambridge University Press, Cambridge 1990, 211–232.

Mayer, K. U. and J. Huinink: Alters-, Perioden- und Kohorteneffekte in der Analyse von Lebensverläufen oder: Lexis ade? Kölner Zeitschrift für Soziologie und Sozialpsychologie, Special Issue 31: Lebensverläufe und sozialer Wandel, Ed. K. U. Mayer. Westdeutscher Verlag, Opladen 1990, 442–459.

Mayer, K. U. and N. B. Tuma: Life course research and event history analysis: An overview. In: Event history analysis in life course research, Eds. K. U. Mayer, N. B. Tuma. University of Wisconsin Press, Madison/WI 1990, 3-20.

Presentations

Brückner, E.: Methodological issues of the German Life History Study. Paper presented at the conference "Bridging Levels of Analysis in the Study of Women's Lives Across Three Longitudinal Studies," Woods Hole/MA, September 1990.

Huinink, J.: Analyzing the interdependency of family formation and labor force participation of women. Paper presented at the conference "Bridging Levels of Analysis in the Study of Women's Lives Across Three Longitudinal Studies," Woods Hole/MA, September 1990.

Huinink, J. and U. Henz: Die Anwendung parametrischer Ratenmodelle bei der Analyse der Familienbildung. Paper presented at the conference "Person und Haushalt in Wirtschaft und Gesellschaft. Der Beitrag mikroanalytischer Längsschnittuntersuchungen" of the Sonderforschungsbereich 3 "Mikroanalytische Grundlagen der Gesellschaftspolitik," Frankfurt a.M., October 1990.

Lauterbach, W.: Anwendung und Interpretation von Längsschnittanalysen. Paper presented at the 25. Deutscher Soziologentag, Frankfurt a.M., October 1990.

Unpublished Paper

Brückner, E. and J. Allmendinger: Comparing two strategies for collecting representative life data: Methodological issues and empirical results based on 'paper-and-pencil' and 'computer-assisted telephone' interviews of the cohort 1919–21. Max Planck Institute for Human Development and Education, Berlin 1990.

2. Project "The Berlin Aging Study (BASE): Sociology and Social Policy Unit"[1]

The sociology and social policy research unit of the Berlin Aging Study aims at explaining the social and economic conditions of life in old age. We want to trace the influences of the early life course, of the social security system, of physical and psychic factors on several dimensions of social life of the aged with an interdisciplinary perspective. Important dimensions are the later phases of the marital and family life course, patterns of social participation, and the transition to an old-age home.

Theoretical and empirical work will emphasize four perspectives. First, we focus on the life course and generational differences and analyze social origin and the main transitions in the spheres of education, employment, migration, marriage, and family formation. Second, we are interested in the change of the social structure of the family in old age and in potential and existing family relationships. Third, social resources and social participation in old age will be studied with respect to social status, housing standards and housing environment, care, social activities, and cultural participation. Finally, the economic situation and social security will be examined, e.g., assets, income sources, transfers in real terms and services, and income expenditures.

To get solid information about how representative the sample is, its selectivity will be analyzed in detail. Official data about the cohorts 1890 to 1920, data on the life situation of the very old in other regions and on drop-outs during the process of data collecting are important factors for answering this question.

In 1990, the construction of a theoretical framework was pursued. The second pretest was evaluated and the final questionnaire was developed. Moreover, data editing and coding had to be organized, several computer programs for handling the data and a database system were established.

Publication

Mayer, K. U.: Bildung und Arbeit in einer alternden Gesellschaft. In: Zukunft des Alterns und gesellschaftliche Entwicklung, Ed. Arbeitsgruppe "Altern und gesellschaftliche Entwicklung" der Akademie der Wissenschaften zu Berlin (verantwortlich: P. B. Baltes, J. Mittelstraß). De Gruyter, Berlin (in press).

Other Papers

Akademie der Wissenschaften zu Berlin. Arbeitsgruppe "Altern und gesellschaftliche Entwicklung" (AGE): Interim report on first phase of research since June 1989 to the

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[1] Scientific investigators: Gisela Clausen (Academy of Sciences and Technology in Berlin), Reiner Gilberg (Academy of Sciences and Technology in Berlin), Karl Ulrich Mayer (project director), Gert Wagner (German Institute for Economic Research, DIW), Michael Wagner (project coordinator).

Bundesministerium für Forschung und Technologie (Geschäftszeichen der laufenden Projektförderung 327-3590-PLI 1401).

Akademie der Wissenschaften zu Berlin. Arbeitsgruppe "Altern und gesellschaftliche Entwicklung" (AGE): Materialien der Forschungseinheit "Soziologie und Sozialpolitik." D.1 Konstrukte und Variablen der Forschungseinheit "Soziologie und Sozialpolitik," D.2 Fragebogen: Lebenslauf und aktuelle Lebenslage.

Wagner, M.: Verwitwung und ihre sozialen Folgen. Zum Stand der soziologischen Forschung. Max Planck Institute for Human Development and Education, Berlin 1990.

Wagner, M., G. Clausen and R. Gilberg: Forschungseinheit Soziologie und Sozialpolitik: Die Datenedition in der Forschungseinheit Soziologie und Sozialpolitik. Max Planck Institute for Human Development and Education, Berlin 1990.

3. Project "Organizations in Context: A Cross-National Study of the Interdependence Between Social Systems and Their Environment"[1]

How do contextual variables shape the ways organizations work? And how, in turn, can social systems influence their own environments? These two general questions are analyzed by examining one particular class of social systems – symphony orchestras. There is enormous variation in the environmental contexts of symphony orchestras, both within and across nations. There is also enormous variation in how orchestras are structured, in how they operate, and in what they seek to accomplish. It is clear that for symphony orchestras, environment-organization interactions are both rich and varied.

Although variation across orchestras and contexts is great, the task of these organizations and the skills of the workers do not vary much across orchestras or nations. Symphony orchestras perform a fairly standard repertoire and do so with players who, in general, are highly skilled. Thus, two sources of variation that typically plague comparative organizational studies are substantially controlled.

The data to be used in examining the interdependencies between orchestras and their environments are being collected as part of the project "Leadership and Mobility in Symphony Orchestras." Information on approximately 100 symphony orchestras is being obtained in each of four areas: the United States, the United Kingdom, West Germany, and East Germany. National samples were stratified (on the basis of annual personnel budget) into major and second-tier orchestras, and 12 orchestras were randomly selected from each tier in each country. Multiple methods are used to obtain data on each of these orchestras over the last five-year period. First, all available archival materials, such as annual reports and press reports are gathered. Second, personal interviews with the general manager of the orchestra and with players' representatives are conducted. Third, a survey is administered to a stratified random sample of 15 players from each orchestra.

By the end of 1990, the field work in West Germany and the United States will be concluded, followed by the United Kingdom by spring 1991. As for East Germany, a longitudinal research design has been implemented to follow the rapid change in cultural policies, symphony leadership, and players' personnel. In this context, the study of the impact of environments on social systems is especially 'rewarding' although highly depressing as well.

Publications

Allmendinger, J.: Die Kunst des Überlebens oder das Überleben der Kunst. Zur Situation von Symphonieorchestern in der ehemaligen DDR. Frankfurter Rundschau, 24.12. 1990.

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[1] Scientific investigators: Jutta Allmendinger and J. Richard Hackman (Harvard University).

Allmendinger, J. and J. R. Hackman: The art of survival or the survival of art? Symphony orchestras in the five new German states. Report No. 1, Cross-National Study of Symphony Orchestras. Harvard University, Cambridge/MA 1990, 1-20.

Unpublished Papers

Allmendinger, J.: Organizations in context: A cross-national study of the interdependence between social systems and their environments: The case of symphony orchestras. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Allmendinger, J. and J. R. Hackman: Leadership and mobility in symphony orchestras. Harvard University, Dept. of Psychology, 1990 (unpublished manuscript).

Presentations

Allmendinger, J. and J. R. Hackman: Leadership and mobility in symphony orchestras. Paper presented at the European Conference of Symphony Orchestras, Frankfurt a.M., June 1990.

Hackman, J. R. and J. Allmendinger: Mobility and leadership in symphony orchestras: Issues and findings in cross-national, cross-disciplinary research. Carnegie-Mellon Foundation, University of Pittsburgh, December 1990.

4. Project "Personal Work History and Personality Development"[1]

This project was concluded in 1990. Using longitudinal case studies, it focused on the interaction between sociobiographical background and personality development of 21 young skilled industrial workers. The main concern of the biographic analyses was occupational conditions; the main concern of the personality analyses was sociocognitive development. Both groups of variables were conceptually integrated with each other, and complex hypotheses about their relationships were formulated. Data were collected during the period 1980-87, mainly through repeated intensive interviews of the workers and through observations of their work. Additional information was requested from their superiors, personnel managers, and works councils. The results largely supported the hypotheses. On the basis of biographical data, it was possible to explain or predict personality development correctly in terms of control awareness and moral judgment in nearly all cases.

During 1990, the final report on this research was completed. It was discussed with a number of experts, revised, and sent to press. In addition, the first draft of another book manuscript which concentrates on the personal work histories and reproduction strategies of the workers investigated was concluded. Central results of the project were discussed with the subjects and published not only in scientific periodicals but, additionally, in journals for personnel managers, the unions, and vocational teachers. Results were also presented to training managers of large industrial plants.

Publications

Hoff, E.-H.: Einleitung zu: Die doppelte Sozialisation Erwachsener. Zum Verhältnis von beruflichem und privatem Lebensstrang, Ed. E.-H. Hoff. Deutsches Jugendinstitut/Juventa, München 1990, 5-15.

Hoff, E.-H.: Identität und Arbeit. Zum Verständnis der Bezüge in Wissenschaft und Alltag. Psychosozial 13, 7-25 (1990).

Hoff, E.-H.: Kontrolle und Moral. Problematische Arbeitsprodukte im Urteil von Arbeitern. In: Das Bild der Arbeit, Eds. F. Frei, I. Udris. Huber, Bern 1990, 91-106.

Hoff, E.-H. and W. Lempert: Entwicklung von Kontroll- und Moralbewußtsein im Berufsverlauf von Facharbeitern. In: Mental work and automation, Eds. W. Hacker, P. Richter. Technische Universität Dresden, Dresden 1990, 163-167.

Hoff, E.-H. and W. Lempert: Kontroll- und Moralbewußtsein im beruflichen und privaten Lebensstrang von Facharbeitern. In: Die doppelte Sozialisation Erwachsener. Zum Verhältnis von beruflichem und privatem Lebensstrang, Ed. E.-H. Hoff. Deutsches Jugendinstitut/Juventa, München 1990, 125-154.

Hoff, E.-H., W. Lempert and L. Lappe: Arbeit und Persönlichkeit. Bericht über eine Untersuchung des Max-Planck-Instituts für Bildungsforschung. Personal 42, 9, 376-380 (1990).

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[1] Scientific investigators: Lothar Lappe (until April 1990), Wolfgang Lempert, in collaboration with Ernst-H. Hoff (Free University of Berlin).

Hoff, E.-H., W. Lempert and L. Lappe: Persönlichkeitsentwicklung in Facharbeiterbiographien. Eine Längsschnittstudie. Huber, Bern (in press).

Lappe, L., E.-H. Hoff and W. Lempert: Berufswege und Persönlichkeit junger Facharbeiter. Ergebnisse einer Längsschnittuntersuchung des Max-Planck-Instituts für Bildungsforschung. Gewerkschaftliche Bildungspolitik (in press).

Lempert, W.: "Da mußteste also strammstehen." lernen & lehren. Elektrotechnik/Metalltechnik 5, 46–54 (1990).

Lempert, W.: Moralische Sozialisation im Beruf. Zeitschrift für Berufs- und Wirtschaftspädagogik 86, 3–22 (1990).

Lempert, W.: Arbeit und Persönlichkeit. Ansatz, Ergebnisse und Konsequenzen einer Längsschnittstudie des Max-Planck-Instituts für Bildungsforschung. In: Subjekt, Individuum, Persönlichkeit. Philosophische Grundlagen, einzelwissenschaftliche Perspektiven, Problemfelder der gesellschaftlichen Praxis, Eds. T. Mies, A. Regenbogen. Pahl-Rugenstein, Köln (in press).

Lempert, W., E.-H. Hoff and L. Lappe: Berufsbiographien und Persönlichkeitsentwicklung junger Facharbeiter. Eine Längsschnittstudie. Zeitschrift für Sozialisationsforschung und Erziehungssoziologie 10, 194–217 (1990).

Lempert, W., E.-H. Hoff and L. Lappe: Qualifikation, Berufsverlauf und Persönlichkeitsentwicklung. Eine Längsschnittstudie des Max-Planck-Instituts für Bildungsforschung. Die berufsbildende Schule 42, 378–387 (1990).

Presentations

Hoff, E.-H.: Arbeit und Persönlichkeitsentwicklung. Paper presented at the conference "Zukunft der Arbeit," Niedersächsisches Landeskrankenhaus Lüneburg, June 15, 1990.

Hoff, E.-H.: Vorstellungen zum Verhältnis von Arbeit und Freizeit bei Facharbeitern. Paper presented at the 37th Convention of the Deutsche Gesellschaft für Psychologie, Kiel, September 24, 1990.

Hoff, E.-H. and W. Lempert: Entwicklung von Kontroll- und Moralbewußtsein im Berufsverlauf von Facharbeitern. Contribution to the 6th International Symposium on Work Psychology "Mental Work and Automation," Technische Universität Dresden, March 27–29, 1990.

Lempert, W.: Apprenticeship in Germany: Its effects on occupational and educational careers, political orientations, and personality development. Contribution to the symposium "Adapting German Apprenticeship to New York State," Cornell University, Ithaca/NY, June 7, 1990.

Lempert, W.: Moralische Entwicklung in Facharbeiterbiographien. Contribution to the workshop "Probleme der Rekonstruktion des moralischen Bewußtseins in der Theorie von L. Kohlberg," Wissenschaftszentrum Berlin, November 16–17, 1990.

Unpublished Papers

Hoff, E.-H. and W. Lempert: Control awareness and moral judgment in the occupational and private lives of skilled workers. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Lappe, L.: Berufsverläufe und Reproduktionsstrategien junger Facharbeiter angesichts sich verändernder Bedingungen objektiver Kontrolle. Max Planck Institute for Human Development and Education, Berlin 1990, 408 pp. (first draft).

Lappe, L.: Sozialisation durch Arbeit - Lernen in der Arbeit. Gutachten für das Bundesministerium für Bildung und Wissenschaft. München 1990 (submitted for publication).

Lempert, W.: Zu einigen Zusammenhängen zwischen Moralphilosophie, -psychologie und -soziologie. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Lempert, W.: Moral development in the biographies of skilled industrial workers. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Lempert, W., E.-H. Hoff and I.. Lappe: Occupational biography and personality development: A longitudinal study of skilled industrial workers. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

4.1 Project in Planning "Moral Consciousness and Occupation"[1]

This project was initiated in 1990. It aims at answers to two kinds of questions:

(1) What level and type of moral orientation is required in different work settings?

(2) What are the typical social conditions of moral development within these environments?

With regard to moral requirements, the main distinctions are between strategic vs. moral and conventional vs. postconventional orientations. Moral demand will be identified referring to the reproduction and change of (a) work organizations and (b) the society as a whole. Developmental conditions of relevant orientations will be classified by taking patterns from the respective findings of the earlier research project on "Personal Work History and Personality Development." One primary task of the new project will be to isolate work settings which are, with respect to the variables investigated, relatively homogeneous internally, while, at the same time, contrasting considerably with each other. The project will investigate only one or two such settings (presumably in the field of production occupations). There are, however, other researchers at other institutes interested in at least partially parallel studies on other occupations (such as administration, commerce, and the social services).

In 1990, the following preparatory tasks were conducted: screening of the relevant literature, consultation of experts (among others, at Harvard, MIT, and Cornell), search for cooperating investigators, conducting preliminary interviews with graduate students who were trained and/or had worked in different occupational areas, and recruitment of a staff member.

Publication

Lempert, W.: Moralische Anforderungsstrukturen und moralische Anregungspotentiale typisch verschiedener beruflicher Tätigkeiten. Vorüberlegungen zu einem Forschungsprogramm. In: Arbeit und Ausbildung, Wissenschaft und Politik, Eds. K. Harney, G. Pätzold. Verlag Gesellschaft zur Förderung arbeitsorientierter Forschung und Bildung, Frankfurt a.M. 1990, 183-198.

Presentation

Lempert, W.: Bedingungen moralischen Lernens im Betrieb. Contribution to the conference "Zur Qualität der betrieblichen Ausbildung." Bundesinstitut für Berufsbildung, Berlin, November 22-23, 1990.

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[1] Scientific investigator: Wolfgang Lempert.

Unpublished Papers

Lempert, W.: "Berufsmoral." Betriebliche und gesellschaftliche Erfordernisse moralischen Handelns und Entwicklungsbedingungen moralischen Denkens in typisch verschiedenen Tätigkeitsbereichen. Planskizze für ein Forschungsprojekt. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Lempert, W.: Occupational morality. Moral requirements and social conditions of moral development in different work settings. Outline of a research project. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

5. Project "Biography and Historical Event"[1]

Since the last report appeared, the book manuscript Zwischen den Fronten: Geschichten aus dem Kalten Krieg has been revised and abridged. The study treats so-called Grenzgänger 'border commuters' and Grenzhändler 'border traders,' a group of individuals in Berlin and the surrounding area who either lived in West Berlin and earned their living from trade with the east or who lived in one part of the city and worked in the other in the period 1948 to 1961. The construction of the wall in 1961, in addition to a number of prior historical events, put an end to these professional careers. The goal of the study was to develop a concept of the application, evaluation, and utilization of life experiences, which were used as biographical resources for the reorientation processes. This is presented in the form of ten case studies, which were chosen on the basis of a classification of different coping strategies of the subjects. The case studies show "patterns of explanation" for conservative or evolutionary biographical transformation processes, which gave a positive or negative direction to the subsequent life histories of these individuals.

Publications

Hoerning, E. M.: Life experiences: Burden or challenge? In: The future of adult life, Ed. M. Featherstone. Polytechnic University Press, Middlesborough 1990, 8–16.

Hoerning, E. M.: Rola wydarzeń życiowych: doswiadczenia i rewitalizacja w perspektywie biograficznej (The life event approach: Experiences and revitalization in the biographical perspective). In: Metoda Biograficzna w Socjologii, Eds. J. Wlodarká, M. Ziólkowskiego. Panstwowe Wydawnictwo Naukowe, Warszawa/Poznan 1990, 127–136.

Hoerning, E. M.: Zwischen den Fronten: Geschichten aus dem Kalten Krieg (Between the Lines). Peter Lang, San Francisco (in press).

Hoerning, E. M. and P. Alheit: Biographical socialization. In: Interpreting career, Ed. A. Collins. Praeger, New York (in press).

Hoerning, E. M., P. Alheit and W. Fischer-Rosenthal: Biographieforschung. Eine Zwischenbilanz in der deutschen Soziologie. Werkstattbericht, No. 13, Universität Bremen, Bremen 1990, 181 pp.

Hoerning, E. M. and T. Schulze: Biographieforschung und Erwachsenenbildung. Klinkhardt, Bad Heilbrunn (in press).

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[1] Scientific investigator: Erika M. Hoerning.

Major Publications from Preceding Years

Hoerning, E. M.: The myth of female loyalty. Journal of Psychohistory 16, 1, 19-45 (1988).

Hoerning, E. M.: Les expériences de vie: Charge ou Défi. Sociétés. Revue des Sciences Humaines et Sociales 18, 37-42 (1988).

Hoerning, E. M. and P. Alheit (Eds.): Biographisches Wissen. Beiträge zu einer Theorie lebensgeschichtlicher Erfahrung. Campus, Frankfurt a.M./New York 1989, 284 pp.

Presentations

Hoerning, E. M.: The everyday Cold War in Berlin 1948 to 1961. Paper presented at the VIIth International Oral History Conference, Essen, March/April 1990.

Hoerning, E. M.: Biographical socialization. Paper presented at the second international conference "The Future of Adult Life," Leuwenhorst Congress Center, The Netherlands, July 1990.

Hoerning, E. M.: Biographical socialization. Preliminary remarks. Paper presented at the XIIth World Congress of Sociology, Madrid, July 1990.

Hoerning, E. M.: Ungewisse Strukturen. Verlieren und Gewinnen. Paper presented at the 25. Deutscher Soziologentag, Frankfurt a.M., October 1990.

Unpublished Paper

Hoerning, E. M.: Zwischen den Fronten: Geschichten aus dem Kalten Krieg. Bericht über eine Studie. Max Planck Institute for Human Development and Education, Berlin, March 1990 (unpublished manuscript).

5.1 Project in Planning "The Educated Classes and Upward Mobility in the German Democratic Republic"[1]

A central topic in educational policy in research on the social structure of the German Democratic Republic is social mobility through education and training. In 1988, 77% of the "scientific-technical intelligentsia" (in GDR terminology, the graduates of universities and technical colleges) had a higher level of education than their fathers (upward mobility), while 18 out of 100 had the same level of education as their fathers.

Since September 1990, preparations have been made for a study on how members of the educated classes (or in GDR terminology the "bourgeois intelligentsia") born between 1929 and 1935 have organized their professional and private lives in East Germany over the last 40 years. The study will be concerned with the social areas this stratum moved in and the structural, generational, and mentality patterns it has available for coming to terms with the changes that have taken place since the opening of the border on November 9, 1989. As a control, a comparison with the upwardly mobile of the same German Democratic Republic "pioneer" generation with the same birth years, but without origins in the educated class will be used. The reorientation and mastering processes will be observed over a period of three to five years. Two questions are of interest: (1) What biographical history resources come into play in this process? (2) What regular changes in biographical retrospectives emerge during the life course?

In the period covered by this report, a first examination of the German Democratic Republic and the Federal Republic literature on the "Intelligentsia Debate" was made, collections of short biographies of German Democratic Republic personalities available in the Federal Republic were examined and discussions conducted about access to these data. In addition, discussions were conducted with members of the groups to be studied in the German Democratic Republic with a view toward determining accessibility for research.

Unpublished Paper

Hoerning, E. M.: Bürgerliche Intelligenz und Aufsteiger der DDR. Eine soziologische Untersuchung biographischer Umbrüche im Zeitablauf. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

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[1] Scientific investigator: Erika M. Hoerning.

6. Project "Organization of Everyday Life in Middle Childhood"[1]

This project is concerned with the nascence of children's biographies in daily life. Special attention is given to opportunities and constraints for possible courses of action resulting from societal conditions such as urbanization, expansion, and differentiation of institutions dedicated to different needs of children and changes in family life and structure. How do these general conditions appear in the daily lives of children? How do children actually act under the constraints and opportunities they are faced with? What style in initiating actions, what kind of time disposition and decision making do children develop in their life contexts?

The daily life of a small number of ten-year-old children is investigated in detail. Each child is followed through the entire sequence of his/her daily activities on seven days. Data analysis proceeds on three levels. Firstly, there is an attempt to explain the occurrence of each activity. On the second level, analysis is based on the ensemble of all explanations of the first level for each child. Characteristics of individual environments and of the individual styles of decision making are identified. On the third level, we look for commonalities of the environmental characteristics among children as well as for similarities of styles for decision making among children.

Comparisons between children in two areas of West Berlin, one inhabited by middle-class families, the other by working-class families, showed commonalities and similarities within social classes and differences between them. To increase the opportunities for the study of social differentiation in childhood, investigations were extended. Additional data were collected in three more areas of West Berlin and in a small village. This was done in cooperation with colleagues at the Technical University of West Berlin and at the University of Siegen. In fall 1990, another study was started in three areas of East Berlin, conducted by East Berlin colleagues. The central question is: What does the different societal definition of childhood in the former German Democratic Republic as well as the political changeover mean for children's daily lives?

Publications

Preissing, C., U. Preuss-Lausitz and H. Zeiher: Veränderte Kindheitsbedingungen: Neue Freiheiten, neue Zumutungen, neue Chancen? In: Selbständigkeit für Kinder – die große Freiheit? Kindheit zwischen pädagogischen Zugeständnissen und gesellschaftlichen Zumutungen, Eds. U. Preuss-Lausitz, T. Rülcker, H. Zeiher. Beltz, Weinheim 1990, 10–19.

Preuss-Lausitz, U., T. Rülcker and H. Zeiher (Eds.): Selbständigkeit für Kinder – die große Freiheit? Kindheit zwischen pädagogischen Zugeständnissen und gesellschaftlichen Zumutungen. Beltz, Weinheim 1990.

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[1] Scientific investigators: Hartmut J. Zeiher and Helga Zeiher.

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Zeiher, H.: Eigenes Leben der Mütter - eigenes Leben der Kinder? In: Vom Regen in die Traufe: Frauen zwischen Beruf und Familie, Eds. K. U. Mayer, J. Allmendinger, J. Huinink. Campus, Frankfurt a.M./New York (in press).

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Zeiher, H. J.: Fernsehen oder nicht fernsehen? Eigeninitiative in Handlungsentscheidungen. In: Selbständigkeit für Kinder - die große Freiheit? Kindheit zwischen pädagogischen Zugeständnissen und gesellschaftlichen Zumutungen, Eds. U. Preuss-Lausitz, T. Rülcker, H. Zeiher. Beltz, Weinheim 1990, 126-145.

Zeiher, H. J.: Die Zeitdimension in der Sozialökologie: theoretische und empirische Perspektiven. In: Familiale Lebenslagen und Sozialisation, Ed. L. A. Vaskovics. Enke, Stuttgart (in press).

Presentations

Zeiher, H.: Spielen - ein Termingeschäft? Wie das Miteinander-Spielen im städtischen Raum organisiert wird. Paper presented at the Schweizer Spieltage '90, Baden, June 1990.

Zeiher, H.: Alltagsorganisation in lokalen und sozialen Milieus. Konsequenzen für Kindereinrichtungen. Paper presented at the Fachkongreß Kindheit '90, Pestalozzi-Fröbel-Verband et al., Münster, October 1990.

Zeiher, H.: Kinderalltag in der Großstadt. Paper presented at the conference "Kindheit ins Spiel bringen," Senatsverwaltung Frauen, Familie, Jugend et al., Berlin, November 1990.

Zeiher, H. and H. J. Zeiher: Alltagsorganisation in der Kindheit. Contribution to the conference "Soziologische Kindheitsforschung in BRD und DDR." Working group of the Sektion Bildung und Erziehung in the Deutsche Gesellschaft für Soziologie, Berlin, September 1990.

Zeiher, H. J. and H. Zeiher: Die Herausbildung von Entscheidungsstilen im Alltagsablauf. Paper presented at the 25. Deutscher Soziologentag, Sektion Biographieforschung, Frankfurt a.M., October 1990.

7. Project "Immigration and Labor-Market Integration in the Federal Republic of Germany"[1]

This study broadens earlier research on immigration and education and focuses on ethnocentrism in the labor market.

The economy increasingly operates on an international level while labor forces continue to be structured on a national level by citizenship rules. One consequence of this inconsistency is international labor migration and the problem of social integration of the immigrants.

Social integration is largely determined by the relative strengths of two contradicting systems of norms underlying the modern nation-state. At the same time the state predicates itself on the idea of Universal Human Rights and of national identity. These inconsistent norms do not cause a problem for the social integration of native populations, but do create problems for the social integration of immigrant labor. Human Rights demand the inclusion of immigrants while nationalism presses for their exclusion.

Using data from the Federal Republic from 1977 to 1986, we examine integration of foreign workers. The German case of labor integration is theoretically interesting to consider. Historically, compared to other Western democratic states, norms of Human Rights have been relatively weak in Germany. In the modern Federal Republic this weakness is still reflected in the 'Gastarbeiter' program, which aims at the partial exclusion of immigrant labor. Partial exclusion of immigrant labor is not, however, unique to the Federal Republic as other nation-states which import labor tend to develop similar labor policies.

There are two parts of the study. The first analyzes labor-market regulations, industrial labor relations, and welfare laws as they relate to the status of foreign workers in the Federal Republic. The purpose here is to consider the construction of different categories which subdivide the labor force by citizenship.

The second part of the study is an empirical analysis of the integration of foreign workers into the occupational structure of the Federal Republic. The central question examined here is whether or not the exclusion of immigrants from various civil rights influences their integration into the labor market. To assess this question, we have collected longitudinal data on all local branches in the Federal Republic from the public Statistik der sozialversicherungspflichtig Beschäftigten.

First analyses of these data suggest that immigrant laborers are not discriminated against as workers; they are integrated into the occupational system on relatively equal terms with German workers. This is due to supranational and international regulations, which diminish the meaning of national citizenship, and to a highly inclusive union system.

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[1] Scientific investigator: Gero Lenhardt in cooperation with David Baker (Catholic University, Washington/D.C.).

Publications

Lenhardt, G.: 'Ethnische Identität' und gesellschaftliche Rationalisierung. Zeitschrift für politische Ökonomie und sozialistische Politik (Prokla) 79, 132-154 (1990).

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Lenhardt, G.: Judenverfolgung und Bürgersinn - Das Beispiel Kirchhain. In: Kirchhain - Alltag im Dritten Reich, Ed. B. Klewitz. SP-Verlag, Marburg/Lahn 1990, 124-134.

Lenhardt, G. (Ed.): Lisa Löwenberg: Vom Kampf um den jüdischen Traum. Schriftenreihe des Deutsch-Israelischen Arbeitskreises für Frieden im Nahen Osten, No. 19. Haag + Herchen, Frankfurt a.M. 1990, 145 pp.

Other Publications not Related to the Project

Lenhardt, G.: Bildungsexpansion und wirtschaftliches Wachstum: Westlicher Individualismus und bildungsökonomische Theorien. Beiträge zur Hochschulentwicklung, Zentralinstitut für Hochschulbildung, Berlin 1990, 3-12.

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Presentations

Lenhardt, G.: Intelligenz und bürokratische Herrschaft. Paper presented at the Fachbereich Erziehungswissenschaften der Universität Marburg/Lahn together with the Deutsche Vereinigung für politische Wissenschaft, Marburg/Lahn, February 1990.

Lenhardt, G.: Bildungsökonomische Theorien in religionssoziologischer Perspektive. Paper presented at the convention of the Deutsche Gesellschaft für Erziehungswissenschaft, Bielefeld, March 1990.

Lenhardt, G.: Bildungsexpansion und wirtschaftliches Wachstum. Paper presented at the Institut für Theorie, Geschichte und Organisation der Wissenschaft of the Akademie der Wissenschaften der DDR, Berlin, May 1990.

Lenhardt, G.: Ethnischer Nationalismus und staatliche Vereinigung in Deutschland. Paper presented at the Department of Sociology, University of Wroclaw, Wroclaw/Poland, May 1990.

Lenhardt, G.: Ethnic Identity in German and American Nationalism. Paper presented at the conference "Dominant National Cultures and Ethnic Identities," Fachbereich Erziehungs- und Unterrichtswissenschaften together with the Fachbereich Politische Wissenschaften, Free University of Berlin, June 1990.

Lenhardt, G.: Ethnic nationalism and political unification in Germany. Lecture given at the Stanford School of Education. Stanford/CA, August 1990.

Lenhardt, G.: Towards republican universalism or ethnic nationalism. Observations from the Brandenburg Gate in Berlin. Speech given at the Department of Sociology, Stanford University, Stanford/CA, August 1990.

Lenhardt, G.: Ausländerintegration und Arbeitsmarkt in der BRD. Paper presented at the convention of the Polish Society of Sociology, Thorn/Poland, September 1990.

Lenhardt, G.: Die Bildungsexpansion und der nicht-technische Fortschritt der Gesellschaft. Paper presented at the 25. Deutscher Soziologentag, Frankfurt a.M., October 1990.

8. Habilitation Project "Academics in West German Society"[1]

Over the last three decades, West Germany has seen an expansion of higher education which was, in its proportions, unprecedented in German history, entailing at the same time the most important structural changes in the higher education sector since Humboldt's university reforms. Nevertheless, its impact on economy and society has rarely become an issue of public or scientific debate. One of the questions arising in view of educational changes of such an importance concerns the place which university graduates - 'Akademiker,' a particular term designating a particular social group - occupy in the social structure, a question deserving still more attention if the tradition of the German Bildungsbürgertum in the 19th century is borne in mind.

The project on German 'Akademiker' is designed to give an answer to the question of the localization of the highly educated in the (West) German social structure, and, in particular, to find out whether there are groups of them which might be identified as successors to the Bildungsbürgertum. The study has to be seen, thus, in the broader context of the debate on the social constitution of dominant classes or elites. On the basis of the available data, it is already clear, however, that university graduates do not constitute one social class or elite group but differ widely in socially relevant characteristics, such as position in the reproduction process, income, social origin, and social status or power. But the question of the homogeneity of German 'Akademiker' still remains as far as common mental structures, the sharing of common values, etc. are concerned - and this would contribute to common features of habitus. The theoretical basis of the project is on the classical conception of social classes in the tradition of Marx as well as on the critique of this conception by Pierre Bourdieu, who argues that classes do not exist other than as social constructions, i.e., as the result of the habitus-forming forces of continuous classification processes, combined with processes of organization and representation.

The methods used are (a) an analysis of representative statistical data for the description of the class position of higher education graduates in the West German society, (b) complex statistical procedures to identify 'real' classes or elite groups (the criteria for 'real' classes being indicators for common modes of life), and (c) text analyses to reconstruct specific mental structures as part of a field or (academic) subject habitus.

In 1990, project work focused on the theoretical discussion of Bourdieu's theory of symbolic capital, field, and habitus, and epistemological problems of constructivism. Another line of activity was the organization and testing of data sources, which resulted in the acquisition of a data set from two successive surveys of the Bundesinstitut für Berufsbildung (Berlin) and the Institut für Arbeitsmarkt- und Berufsforschung (Nürnberg) on education and occupational careers of the German labor force. The sample size for higher education graduates in these two surveys (1979: n = 2,373; 1985: n = 3,639) is large enough to allow for differentiated analyses. At the same time, some work has been dedicated to international comparison in the field. The next step in the project, an international comparison (limited to France, for the moment) will be mainly of heuristic value, but could become a major focus of work at a later stage.

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[1] Scientific investigators: Dirk Hartung and Beate Krais.

Publications

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Presentations

Krais, B.: Akademiker als neue Klasse? Paper presented at the 25. Deutscher Soziologentag, Frankfurt a.M., October 1990.

Krais, B.: La formation des cadres dirigeants en RFA. Classifications et statistiques. Paper presented at the Workshop "Le champ des institutions d'enseignement supérieur et le champ du pouvoir" at the Collège de France, Paris, November 1990.

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Krais, B.: La formation des cadres dirigeants en RFA. Classifications et statistiques. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Köhler, H., B. Krais and J. Naumann: Ausgewählte Trends der Hochschulentwicklung in der BRD. In: Aktuelle Probleme der Forschung über Hochschulen. Bildungsökonomische, bildungssoziologische und internationale Aspekte der Entwicklung in der DDR, Eds. D. Goldschmidt, H.-D. Schaefer. Beiträge aus dem Forschungsbereich Schule und Unterricht, No. 34/SuU, Max Planck Institute for Human Development and Education, Berlin 1990, 60-71.

9. Project "Studies in Comparative Higher Education"[1]

Dietrich Goldschmidt worked on the publication of 12 of his recent essays on higher education. He has brought them up to date where appropriate, some articles had to be rewritten. The resulting book will be available in early 1991: "The social challenge to the university - Historical analyses, international comparisons, global perspectives" (Die gesellschaftliche Herausforderung der Universität - historische Analysen, internationale Vergleiche, globale Perspektiven. Deutscher Studien Verlag, Weinheim 1991).

Dietrich Goldschmidt also contributed to a number of colloquia and conferences. The topics are listed below under the headings "Publications" and "Presentations."

Publications

Goldschmidt, D.: The social and political tasks of developmental universities in Africa; needs analysis for teaching, learning, research, and consultancy. In: Towards academic and professional excellence in higher education, Part I, Ed. B. Matiru. Deutsche Stiftung für Internationale Entwicklung, Bonn 1990, 52-79.

Goldschmidt, D.: Kurt Scharf. 21. Oktober 1902 bis 28. März 1990. Zeichen. Mitteilungen der Aktion Sühnezeichen/Friedensdienste 18, 1, 17 (1990).

Goldschmidt, D. and H.-D. Schaefer (Eds.): Aktuelle Probleme der Forschung über Hochschulen. Bildungsökonomische, bildungssoziologische und internationale Aspekte der Entwicklung in der DDR. Beiträge aus dem Forschungsbereich Schule und Unterricht, No. 34/SuU, Max Planck Institute for Human Development and Education, Berlin 1990, 72 pp.

Goldschmidt, D. and H.-D. Schaefer (Eds.): Entwicklungspolitische Zusammenarbeit auf dem Gebiet von Hochschulbildung und Wissenschaft: Die Suche nach neuen Ansätzen. Zentralinstitut für Hochschulbildung, Berlin 1990, 75 pp.

Presentations

Goldschmidt, D.: Contribution to the 6th German-Polish Forum: "Polen und Deutsche an der Schwelle des 21. Jahrhunderts," working group 3: Zusammenarbeit zur Stärkung von Demokratie, zur Verständigung und Versöhnung, Poznan, February 1990.

Goldschmidt, D.: Contribution to the colloquium (together with H.-D. Schaefer) "Aktuelle Probleme der Forschung über Hochschulen - Bildungsökonomische, bildungssoziologische und internationale Aspekte der Entwicklung in der DDR," Max Planck Institute for Human Development and Education, Berlin, April 1990.

Goldschmidt, D.: Der Beitrag des Ausländerstudiums zu Frieden und Entwicklung. Paper presented at the meeting "25 Jahre Kontakt-Komitee Studienförderung Dritte Welt," Universität Wien, November 1990.

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[1] Scientific investigator: Dietrich Goldschmidt (director emeritus).

Goldschmidt, D.: Beiträge zur 'Entwicklung' des Bildungswesens in der 'Dritten Welt' – westdeutsche Erfahrungen, Strukturen, Perspektiven unter besonderer Betonung der Bildungsforschung. Paper presented at the colloquium (together with H.-D. Schaefer) "Entwicklungspolitische Zusammenarbeit auf dem Gebiet von Hochschulbildung und Wissenschaft: Die Suche nach neuen Ansätzen," Zentralinstitut für Hochschulbildung, Berlin-Karlshorst, November 1990.

Goldschmidt, D.: Akademische Ausbildung zwischen Internationalismus und regionalen Anforderungen. Papers presented at the Nach-Kontakt-Konferenzen of the DAAD, Algier, and Tunis, November, December 1990.

III. CENTER FOR DEVELOPMENT AND SOCIALIZATION

Introductory Overview

The research projects and programs carried out within the Center for Development and Socialization are guided by an interest in the social and individual genesis of action and interaction competence. Research in the Center is designed to shed light on the interaction of psychological and social structures and thus to link developmental psychology and socialization theory. The methodological and substantive implications of this program necessitate the recourse to a variety of theoretical traditions ranging from ontogenetic structuralism and symbolic interactionism to multivariate personality theories. Problems in socio-cultural development are of special interest to the research program.

A. Action Competence and Interaction Competence

Research projects in this Center are expected to contribute to an empirically meaningful theory of the subject and its competences, their socio-cultural nature and performance conditions.

A central goal of the research program is to better define the concept of competence. It encompasses those psychological structures that enable individuals to differentiate and coordinate perspectives, to interpret relationships, to reach consensus in discussions, to resolve conflicts, to regulate and to reflectively justify actions with due regard for the nature of phenomena, the truth of statements and the validity of norms, and to maintain their identity against external pressures and internal compulsions. In any particular instance, the structures in question enable the individual to cope with these normative claims under appropriate cognitive, psychodynamic, and social conditions. We are interested not only in the ontogenesis of competence under the given conditions of either successful or impaired development, but also in the social evolution of these conditions themselves.

Within different theoretical frameworks, developmental psychologists, psychoanalysts, and sociologists have concerned themselves with the origins and development of individuals who are capable of judgment and action, possess an autonomous ego and a moral self. In so doing, they have addressed important philosophical questions. These traditions all imply models of development and conceptions of normalcy in which competence in interaction processes is viewed as the aim of development. The concept of competence elaborated in these traditions leads to an examination of the relationship between individual development and social evolution: Competence emerges in interactions that are framed by societal norms and institutions, yet enable the subject to criticize these conditions of emergence. Thus, one may seek to clarify the conditions set by society and culture, insofar as they operate as task systems for individual and group development, and the conditions set by the child's developing competence, insofar as it bears on tasks and interactions. Against this background, the question of the social reproduction of cognitive structures appears in a new light.

Researchers from a variety of disciplines and different theoretical backgrounds are active in the Center for Development and Socialization. They share an interest in the reconstruction of the logic of these developmental processes and in the analysis of the performance conditions that are both generated by the psychology of individuals and by socio-cultural conditions which determine the outcomes of development. The interaction of these performance conditions with the structural growth of competence produces both intraindividual differences between tasks and interindividual differences between developmental trajectories. The combined effort of developmental and sociological analysis is needed to elucidate these processes and their outcomes. An analogous problem relates to the emergence of conceptual competence (e.g., arithmetical competence) in socio-cultural evolution. In both cases competence must be acquired in the course of ontogenetic and evolutionary processes to fit with the requirements of action in social and cultural context.

B. Disciplinary and Interdisciplinary Research

Research questions that pertain to the conditions of development of competence cannot be satisfactorily addressed within the confines of a single discipline. In the course of social evolution, species-specific preconditions determine the ontogenesis of cognitive, social, and affective abilities in a manner that calls for the rejection of a mechanistic and the adoption of an "organismic" model of development. However, a research perspective that directs attention both to the social constitution and to the structure of developmental processes must go beyond the organismic model and take into consideration the effects of social interaction on individual development without surrendering the advantages of a constructivist model that reflects internal structures and processes of self-regulation. From the standpoint of developmental psychology, such processes are analyzed and described as they relate to the individual; genetic structuralists proceed within a framework of universalistic assumptions that transcend the individual. Researchers at the Center share many of the fundamental premises of genetic structuralism. Yet, they criticize the theory for ignoring essential conditions of the construction of competence. These conditions owe their origin either to the biological nature of the human being or to the socio-cultural and language-mediated constitution of the operations of consciousness. For example, genetic structuralists have rightly called attention to the fact that certain semantic relations are constructed already in the preverbal phase of development. However, they have also one-sidedly reduced the operatory achievements of the cognitive system to mere structures of action and thereby precluded an appropriate understanding of the generative and reciprocal relationships among action, cognition, and language.

Attention to the interrelated conditions of the ontogenesis of competence has led to joint endeavors in psychology and sociology, and in psychology and philosophical anthropology. In a well-known research program, such joint endeavors were devoted to the investigation of the relationship between culture and personality. What is of interest to us in this program – a concern which has become well established and generally recognized within the social sciences – is the effort to explain the genesis of the individuality of the subject through the effects of social structures. What we do not share with such a program is the characteristic underestimation of the importance of the subject's cognitive structures and of their evolution. Nor do we accept the underestimation of the subject's constructive achievements, for subjects make important contributions to their own development as well as to the selection of the socializing structures of their physical and personal environment.

Since we are well aware of the analytical accomplishments of the various scientific disciplines, as well as of the fact that every discipline constitutes its own object of study, we do not lightly adopt a position "beyond" the established disciplines. Nevertheless, it is clear that research goals such as those indicated here can only be realized through the interpenetration of, at least, psychological and sociological research perspectives. An interdisciplinary coordination of perspectives requires that an effort be made to reconstruct the conceptual framework of one discipline in terms of the concepts of the other. This makes questions of method, including the justification of methodological decisions, particularly important.

C. Methodological Considerations

In the analysis of developmental processes reconstructive procedures have a privileged position. With regard to the content to which they are applied, the purpose of these procedures is to reconstruct the subject's capability for meaningful action, i.e., the ability to confer meaning to actions and interactions, to take perspectives on actions and interactions, and to interpret both physical and social reality. Within these reconstructive procedures, special significance is attached to the ordinary language explanations that acting subjects give for their own cognitive and interpersonal actions. These explanations make it possible for the researcher to reconstruct the underlying norms, rules, and reasons for action. Accordingly, our research gives preference to situations and procedures of data collection that are open enough to allow subjects to justify their actions and choices. This preference applies whether the data are collected through observation, experiment, the analysis of documents, the use of questionnaires, or interviews. In accordance with this preference, Piaget developed the structural or quasi-clinical interview, the methodological implications of which have not yet been sufficiently elaborated. Experience with Piaget's interview procedure should stimulate reflection on how analogous procedures of data generation might be developed for different research situations and different research purposes.

Research in the Center makes use of the methodological approaches that have been developed within the framework of interpretive sociology, e.g., phenomenology, and conversation analysis. On the other hand, as is the case for psychoanalysis, we are not concerned solely with the reconstruction of rules followed in judgment and action, but also with the interpretation of the meaning that the observed rules possess both subjectively and objectively. Both objective validity claims and subjective motives enter into the subject's action as performance-determining conditions. The reconstruction of the action structures must take these conditions into account. Structuralism, as well as the phenomenological traditions mentioned above, have generated a methodological sensitivity to the structure of social environments. The combination of structuralism and the hermeneutic approach, ascribing a high degree of significance to the explication of subjectively intended meaning, implies that qualitative procedures of data analysis are given a prominent position in the research projects of the Center.

On the other hand, considerable advances have been made in recent years in the development of statistical procedures that make it possible to scale nominal data and to subject them to quantitative analyses. With these procedures, complex models can be tested without doing violence to the nature of the data and their theoretically assumed structure. Further development of such strategies of analysis promises to be of great benefit. While reconstructivist and interpretive methods play a special role in the research of the Center, quantitative procedures permit a more satisfying assessment of the fit of the data with sophisticated developmental models. Thus, a preference for either quantitative or qualitative methodology, reconstructive or hypothesis-testing social science appears ill-advised and inadequate. In fact, the question is not one of the choice of certain research procedures, but of achieving the best possible fit among theory, data, and strategy of analysis.

D. The Research Projects

Of course, the actual research projects of the Center can only partially realize the research program outlined above. In any given project, certain methodological or substantive aspects of the research program are salient, while other facets are hardly visible. In what follows, those aspects of the research program incorporated in the individual projects are briefly summarized.

The project "Development and Social Structure" is a longitudinal research program designed to study the development of cognitive and socio-moral competencies and affective-motivational personality structures in socio-structural and socio-historical contexts. On the one hand, the project aims at a person-oriented "rich description" of developmental trajectories (the structure and dynamics of intraindividual change). On the other hand, the project focuses on individual differences (interindividual differences and configurations of intraindividual change) in order to explain the reciprocal effects of individual and social conditions of development (performance-determining factors), and to assess their social consequences.

The project design corresponds to the need for ecological validity of research in the field of developmental psychology; it permits interdisciplinary approaches, and complies with our interest in testing the effectiveness of new procedures for the analysis of nominal data.

In the project "Peer Interaction" the research is focused on the development-enhancing and regulating function of social interaction among children of the same age. The different kinds of social relationships in which children are involved shape the tasks which must be accomplished by children in order to coordinate their actions. Successful completion of these tasks requires that the children take different perspectives, negotiate solutions of social as well as cognitive problems, and reflectively understand and control impulses and stimuli. It is expected that children will develop these competencies and rules for their application as a function of the task-related experiences which the character of a particular relationship offers. Conversely, already developed competencies shape children's interactions as conditions that moderate the understanding of tasks and of possible solutions.

Thus, these acquired competencies again influence experiences which contribute to further development.

Methodologically, the study is a cross-sectional and longitudinal investigation using qualitative methods for data generation. Observations in "natural" contexts (in part videotaped) and semi-structured questionnaires are emphasized. Data are analyzed in a predominantly interpretive manner.

The "Studies in Cultural Development and Cognition" are designed to investigate the influence of culture on the individual development of basic structures of cognition, in particular the development of the number concept and conceptual structures underlying reasoning about physical phenomena. The influence of culture is conceived as being mediated by representations such as language, symbolism, literacy, and numerical notations. As representations of cognitive structures, these media are intimately linked to the development of those structures. Therefore, the studies concentrate on relations between culture-specific representations and the fundamental structures of human cognition.

The research is organized around two major topics. The first topic is the role of computational devices in the cultural development of arithmetical thinking. In order to reconstruct antecedents of the modern number concept, cognitive prerequisites of proto-arithmetical techniques in cultures without an abstract notion of number are investigated. It is assumed that the development of arithmetical thinking is a paradigm of a special type of cognitive processes, i.e., the development of basic categories of thinking independent of a substantial influence of language.

The second topic is the role of preclassical physical concepts in the development of classical mechanics. Preclassical mental models of physical phenomena such as gravitation and projectile motion are reconstructed from historical documents in order to understand the cultural development of concepts like time, space, and motion which resulted in the conceptual system of classical physics. The development of this conceptual system is considered to be a paradigm of the development of basic categories of thinking substantially influenced by representations of naive as well as scientific concepts in language.

The investigation of the relation between culture-specific representations and structures of human cognition is necessarily based on interdisciplinary research. All studies are carried out in cooperation with outside experts on the topics under study.

The project "Reanalysis of Kohlberg's Theory and Data" is supported by the German Research Foundation (DFG). The project is designed to carry out a reanalysis of the late Lawrence Kohlberg's longitudinal data set. Preliminary analyses suggest that context and situation have greater effect than assumed previously, thus casting doubt on the notion of structures of the whole of conventional and postconventional judgment.

1. Project "Development and Social Structure"[1]

Overview

The goal of this longitudinal study of child and adolescent development in Iceland, which was begun in 1976, is the investigation of socially differentiated courses of development under the conditions of accelerated societal change. The study is designed to test the assumption that systematic, e.g., class-specific variations of individual developmental trajectories are due to action problems engendered by social structures in the system of social inequality that is developing under the pressure of modernization. Such action-problems may arise in the socialization of children in the family, or in the school. In order to test the basic assumptions of the study, the developments of cognitive and socio-cognitive operations, of moral judgment in everyday conflicts, and of a variety of personality dimensions are analyzed in light of the interaction of structural genesis and socio-cultural conditions of individual development.

Against the background of this general question, the project pursues goals on different levels: (1) the longitudinal description of individual courses of development from middle childhood to early adulthood in the domains of cognition, social cognition and morality, and the ego; (2) the reconstruction of the various patterns of these courses of development (interindividual differences in intraindividual change, within and across domains); (3) the explanation of types of development thus obtained as the consequence of the interaction of the internal dynamics of development with the context of development, including, on the one hand, conditions internal to the subject, such as task-related performance conditions and affective dispositions, and, on the other hand, structures external to the subject, such as those of the subject's social and socializing environment; (4) finally, the analysis of the consequences of development for the adaptation of individuals to institutional contexts of achievement (e.g., the school). Thus, critically drawing on Piaget's universalist structural model of genetic epistemology, interactionism, and neo-psychoanalytic theories of object relations, the research group is investigating the mutual assimilation of cognitive, socio-cognitive, and personality structures under conditions of rapid modernization, urbanization, and detraditionalization of life in a Western society. In sum, the study can be defined as the analysis of the interface between developmental and socialization processes in the formation of individual capabilities.

The sample of 7-year-old first-graders in urban Iceland (n = 121), was stratified according to the following features: ability level (high vs. low), sex, and social class. In addition, all 7-year-olds from three rural communities were included in the sample. These children, totaling 72, came from communities with different socio-economic structures: a sheep-farming community in the North; a fishing community in the West; and a trade and service community in the South. Surveys were conducted at ages 7 (1976), 9 (1978), 12 (1981), 15 (1984), 17 (1986), and 19 (1988) in the metropolitan area and at ages 7, 9, 12, and 15 in the rural communities. The cumulative attrition of the urban sample was approximately 8% at age 15, and greater thereafter.

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[1] Scientific investigators: Wolfgang Edelstein, Monika Keller, Eberhard Schröder; Volker Hofmann with a part-time appointment, and in Iceland Sigurjón Björnsson, and Gudridur Sigurdardóttir participated in the data analyses and the preparation of publications. Bernd Schellhas worked as a predoctoral fellow in the project and Teresa Jacobsen as a postdoctoral fellow (until April 1990). Christiane Lange-Küttner was associated with the project as a predoctoral fellow funded by the Friedrich Ebert Foundation (FES).

In the cognitive domain, the project has collected longitudinally a representative set of data on concrete- and formal-operatory thinking appropriate for a test of Piaget's theory as well as intelligence and school achievement data. Further, extensive interviews were conducted to represent the development of descriptive and prescriptive social and socio-moral reasoning, and data were collected on self and personality development (anxiety, locus of control, coping and defending) as well as on the socialization background of families (work, education, structure of extended family, childhood ecology, child-rearing styles) and school (teacher ratings, classroom, and school-system variables). The following sections report on subprojects concerned with cognitive development and children's drawings, socio-moral and personality development.

1.1 Subproject "Cognition"

Analyses in the domain of cognitive development focus on the interface between structure and context in development. Both intra- and interindividual differences in development are taken into account. Cognitive development is analyzed with regard to intrinsic and external constraints on development. While intrinsic constraints on development derive either from modalities of the task itself, or the representation and conceptualization of the task by the epistemic subject and, therefore, are inherent to the cognitive interaction with world objects, external constraints represent interindividual differences in cognitive development that are due to conditions that precede the cognitive interaction, such as differences in general ability, or differences in social class or life-world related experience of the children.

Two different analytical strategies have been used in analyzing these topics:

(1) Order-theoretical analysis is used to reconstruct multiple developmental sequences and décalages in development. This method serves to confirm assumptions about prerequisites and precursors in cognitive development.

(2) For the analysis of intraindividual differences and changes, analysis of variance with repeated measures was used. In particular, the interaction between multiple constraints on development can be specified by this method. This strategy focuses on differences between tasks or domains of application within subjects, as well as on changes of these differences over time. Individual differences due to external constraints on development that traditionally have been the object of cross-cultural and socialization research are also analyzed within this framework.

Both analytical strategies were applied to most of the cognitive concepts investigated longitudinally in the study. The results of the empirical analyses showed that different contexts of development (form of task, contextuation and application of task, contents of application) interact systematically with structural development. These results were interpreted as progressive invariabilization and consolidation of cognitive structures. Additionally, it was demonstrated that the impact of external constraints on development is independent of the intrinsic dynamics of the cognitive system. Thus, the process of consolidation and the genesis of cognitive structures is not affected by external factors, while sizeable individual differences were found with regard to the developmental status in cognition. Further empirical analyses were concerned with the comparison of the urban and rural sample. It was shown that, in the case of decontextualized and abstract tasks, urban children and adolescents are more advanced in cognitive development than their rural peers. When tasks were experiential and highly relevant to the life world of the children, no differences were found between urban and rural children. Besides the conceptual and empirical analyses in the cognitive domain, methodological comparisons were made between different strategies for the analysis of intra- and interindividual differences in cognitive development and their intraindividual changes over time. These comparisons demonstrated the power and the limitations of different order-theoretical methods in the analysis of qualitative change (E. Schröder).

1.2 Subproject "Social and Moral Reasoning"

This subproject focuses mainly on the analysis of intraindividual and interindividual differences in the development of social and moral reasoning over time. Two types of reasoning are at the center of interest at present: (a) general reasoning about social and moral concepts, e.g., friendship and promise-keeping and (b) the application of these concepts in different contexts of action as represented by different socio-moral dilemmas. Data analyses were addressed to questions of major importance for the cognitive structural approach: (1) the sequential and cumulative nature of the longitudinal transformation of socio-moral reasoning; (2) the degree of consistency of reasoning across different concepts and contexts; (3) the influence of social and personality conditions on the development of social and moral reasoning.

In order to study intraindividual differences between concepts and contexts in the course of development, one type of theoretical analyses was aimed at defining consistent criteria for the definition of developmental levels of the coordination of perspectives of self and other across contexts. This task has been much neglected in the field. The statistical analyses of the longitudinal data yielded both consistency in reasoning across contexts and important context effects in intraindividual development over time. These context effects hold true both at the group and at the individual level. The findings based on the urban sample were replicated in the study of nonurban children. The results support the notion of a specific developmental logic in the emergence of socio-moral structures, at least within a given culture.

A second major topic of research concerned the analysis of content as an indicator of different motivational orientations within and across developmental levels of socio-moral reasoning. These analyses are designed to explore intra- and interindividual differences with regard to both cognitive-structural and motivational aspects of reasoning.

Both sets of questions touch on the problem of validity of Kohlberg's theory of the early development of moral judgment. Kohlberg postulated that children at early stages of moral development have no genuine moral concerns but are oriented towards sanctions ("punishment/authority orientation") and prudential exchange. In contrast, the data of the present study suggest that children are genuinely oriented towards taking others' needs and moral rules into account independent of sanctions and authority commands or egoistic (self-related) concerns.

Two additional projects have been designed to follow up on the theoretical questions raised by our findings. One project has been designed to investigate the degree of context specificity of early moral reasoning. Further projects pursue the investigation of moral reasoning across various cultures (West and East Germany, U.S.A., The People's Republic of China) in order to test the cross-cultural stability of the critical findings (M. Keller).

1.3 Subproject "Depressive Reactions and Related Personality Characteristics"

Recent investigations in personal and clinical development provide evidence that the clinical picture as well as the longitudinal course of depressive disorders in children and adolescents are highly stable and nondevelopmental phenomena, at least in the sample under study. It was shown that the disorder can be diagnosed by nonexpert behavioral observations and by standardized teacher rating instruments of children's classroom behavior. Three indices of behavioral disturbance in middle childhood and adolescence were found to be highly related to the initial classification of an acute depressive syndrome at age 7: concentration problems, social withdrawal and anxiety/helplessness (Hofmann in press; Edelstein and Hofmann 1989). In addition, the children's scholastic achievements as measured by their grades were lowered by depressive states in the course of development of the children. Thus, depression in children seems to be a disturbance of considerable relevance for overall social and cognitive development. However, several questions concerning the nosological status, the etiology, and the relationship to other personality domains still remain a matter of debate.

Patterns of attachment and separation anxiety: Attachment theory has thrown some light on potential causes of depressive symptoms. Bowlby's (1980) claim was that temporal depressive reactions are quite normal in the context of separations from attachment figures. However, if an insecure relationship obtains between major attachment figures and the child, there is a higher risk of chronic depressive reactions, especially after major separations. As a central variable of the personality system, insecure attachment patterns may function as a source of an emerging depressive disorder. This question was investigated by relating insecure patterns of attachment at age 7 to longitudinal data of depressive development. A close relationship was found between a chronic course of the depressive syndrome and insecure attachment patterns. On the other hand, many children with insecure attachments did not show major signs of depression. Thus, it appears that only a specific kind of insecure attachment model functions as a risk factor for depressive disorders. These findings suggest that traumatic experience with real or imagined separations may play a dominant role in the etiology of depression.

Comorbidity of depressive disorders and anxiety syndromes has recently become an important topic in literature. Therefore, it was hypothesized that insecurely attached children with high levels of separation anxiety are a major risk group in this regard. Separation anxiety was one of two aspects of the anxiety measure used in the project. This measure contains a number of items that express "social" fears concerning sickness or loss of a parental figure. Separate analyses of separation anxiety and depression in boys and girls yielded a clear sex-specific pattern of relationship: Whereas depressive girls show little separation anxiety until adolescence, when anxiety rises steeply, depressive boys start out with high anxiety and follow the general trend towards outgrowing their fears of loss. In path analyses, strong diachronous relationships were established between anxiety and depression, but only for boys. This finding can be interpreted in terms of a causal relationship between anxiety and depression for boys (V. Hofmann, T. Jacobsen, and B. Schellhas).

1.4 Subproject "The Development of Graphic Representation"

A longitudinal collection of children's drawings was analyzed in view of general (universal) and differential characteristics. The focus of the project is on the development of children's graphic conceptualization of space and the human figure. Data analysis highlighted the following aspects: (1) The development of graphic concepts for space and variables of the human figure tends to be sequential and cumulative (diachronic patterns). (2) When analyzing synchronous patterns of spatial variables, drawers of elaborate graphic signs were consistent across variables. Performance was stable in spite of individual differences. (3) Typical spatial configurations were found to change with age according to the stage concept postulated by Luquet and Piaget. Performance varied across settings (urban and rural background). (4) Sex and general ability did not produce differences in the performance of the graphic concept of space. However, sex and ability differences emerged for animated objects. Boys did not differentiate the graphic sign for the human figure, with the exception of the representation of movement which was more rare for girls. (5) Perceptual ability at age 7 predicted graphic performance at ages 9 and 12. Piaget's Three Mountains Task proved to be the best predictor. Peak performers in these perceptual tasks at age 7 were likely to be good drawers of the graphic spatial concept at age 12 and better than average drawers of the human figure at age 9. The depiction of the human figure seems to be the easier of the two tasks (C. Lange-Küttner).

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2. Project "Studies in Peer Interaction in Middle Childhood"[1]

The general aim of the studies in peer interaction is to better understand the manner in which children's interactions with their age mates contributes to their socialization, specifically to the development of their social capacities as well as to their socio-cognitive and socio-moral competencies. When children coordinate interactions among relative equals, they have to respond to challenges that differ from those posed by interaction situations with adults who are superior to the child due to competence, experience, and influence. Elaborating the Piagetian conception, Youniss (1980) has contrasted the child-child relationship characterized by symmetrical reciprocity and cooperation with the unilateral and complementary adult-child relationship.

While adult-child interactions typically are under the control of the adults, even if adults generously accept children's wishes, the terms of peer interactions have to be negotiated by the children themselves, who must achieve a fair balance between winning and losing to maintain their voluntary participation in the interaction. Outcomes are more easily accepted by the participants if children deal successfully with the cognitive (conceptual), social (discordant expectations), and moral (normative) aspects of the issues under negotiation. Thus, it is assumed that the structure of peer interaction elicits strategies and establishes standards which foster developmental progress to a higher level of interpersonal problem solving. Our studies focus on problematic coordination situations among children (ages 6 to 12) in order to clarify the developmental tasks contained in the effort to maintain peer interaction.

The particular developmental motive inherent in peer interaction is shaped not only by the condition of relative equality, but also influenced by the specific nature of the relationships that are established between interacting children. Friends apparently draw more profit from their interactions than non-friends although we do not yet know which mechanisms of friendship advance children's development. Our studies aim at a more thorough analysis of the effects of qualitatively different types of social relationships. From this perspective, we also reconsider the structural contrast of adult-child and child-child relationships in order to overcome an inappropriate idealization of both types of relationships. One focus of the exploration is whether the contribution of interactive collaboration to developmental progress is due to the mode of communication that serves to avoid domination and manipulation, rather than to the status equality of the partners in an interaction.

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[1] Both studies united under the heading "Studies in Peer Interaction" are joint projects of the Max Planck Institute for Human Development and Education and the Department of Education of the Free University of Berlin. Scientific investigators in both studies: Lothar Krappmann, Hans Oswald (FU Berlin). Additional scientific investigators in the second study: Maria von Salisch (MPI until December 1990, afterwards FU Berlin), Beate Schuster, Harald Uhlendorff, and Karin Weiss (DFG). Both studies have received financial support from the German Research Foundation (DFG).

2.1 Subproject "Everyday Life of Schoolchildren"

In this study we analyze interaction sequences among children that demand special coordination efforts because one child wants the other to accomplish an action which the other did not have in mind or because the children express explicit dissent about the issue. These studies comprise analyses of children's helping acts, cooperation during instruction, negotiations and conflict management, and of threats to children's claimed selves.

Design of the study: The project entails one cross-sectional and two longitudinal studies. In the cross-sectional study, interactions of first, fourth, and sixth-graders attending an urban elementary school were observed. The children were interviewed about their friendships and about a number of issues that are relevant to peer life (n = 76). In the two longitudinal studies the first and the fourth-graders were studied again in later grades (17 children were studied twice and 27 children three times). Since new classmates attending the class at later data collection periods were also studied, complete data sets for at least one period of data collection are available for 122 different children. At the age of 15, 44 adolescents who had attended the classrooms under study earlier were again interviewed about their friendships and socio-moral issues. Data were collected from 1980 to 1990 (interviews with adolescents who were first-graders at the outset). The core of the empirical data consists of field notes taken by two observers during nonstandardized observations of these children's peer interactions in natural settings (mainly classrooms and school playgrounds). Serious efforts were undertaken to safeguard the reliability of the procedure and the quality of the data (Oswald and Krappmann, in press a). The analysis of the data was predominantly interpretative; types and patterns were constructed and compared for groups of children. When appropriate, relations were examined statistically.

Main results: The analyses demonstrated that children's capacities are elicited in diverse ways in peer interactions characterized by the double demand of autonomously deciding, on the one hand, and reaching an agreement on the other. Thus, many interactions contain elements of negotiation. Negotiation, often conflictual, must be regarded as the most typical feature of all kinds of peer activities. When age groups are compared, older children on the average coordinate their interactions on a level of higher competence, which is a consequence of their increased capacity for exchanging individual perspectives, exploring diverse aspects of the issue, considering alternative solutions, and controlling long-term effects of the outcome in more situations than at younger ages (analyses of helping behaviors: see Krappmann and Oswald, in press; and of negotiation: Oswald and Krappmann 1988).

Higher competence is more frequently observed among children who are friends than among unrelated children. However, it is not friendly behavior among friends that makes friends helpful, as friends often are partners to conflicts involving rough and derogating behavior. It is most interesting that, in contrast to unrelated children, sequence and outcome of negotiations among friends cannot be predicted from the initial phase of the negotiation. This is explained by the fact that negotiating friends do not follow routine behavior, but recognize the complexity of issues, integrate additional information and reasons, can transform an unacceptable proposal into a consensual agreement, as well as insist upon dissension without compliance until the conflict is satisfactorily settled. This result opens the way to a reconsideration of the quality of a relationship which may be the most important contribution of close relationships to development.

Recent analyses: An analysis of the interactions of 12-year-olds focused on self-threats among children in order to investigate which aspects of children's selves typically are endangered in peer interactions and how children cope with these threats. Self-threats more often emerge among friends than among unrelated children; the children's self-conceptions were even often actively at risk. Children mainly react to threats which menace their personal "sovereignty" (Kegan's Stage 2), demonstrating their understanding of children's conception of equality, which appears more oriented to defending autonomy than to achieving interpersonal balance. Children defend their selves more by assertion of sovereignty than by communicative clarification of the issue. Children who are well integrated in peer relationships react more adequately than poorly integrated children. Analyses of self-threats among 10-year-olds are under way (Krappmann 1990b).

A further analysis examined the relation between the development of children's and adolescents' friendship concept and their actual and past integration in peer relationships. The overall development of the friendship concept corresponds to Selman's model and with the levels of reasoning found in comparable studies (Selman 1980; Keller and Wood 1989). The data shows only weak relations between children's concept development and actual peer relationships, but stronger relations with close friendships of Sullivan's chumship type. Modest associations were expected because children may need some time for deriving a reformulated concept from social experience. In accord with this assumption, the level of the concept at later ages can be predicted by multiple regression models including variables that measured the social integration of children at earlier ages. Again, especially the chum-type of friendship contributed positively to the prediction (Krappmann 1990c). Future analyses will follow up children with exceptional developmental careers or with extreme shifts in their peer integration status.

An analysis of norm-sanction processes demonstrated that almost all children are involved in norm-breaking activities like intruding into territories (space, property, and body), attacks against the self, and breaking school rules (sanctioned by other children in the absence of teachers). In reacting to these deviations, children prefer corrective sanctions rather than penalizing sanctions. Other techniques are "defensive sanctions" (demonstrative suffering) and demonstrative ignoring. In particular, penalizing sanctions which consist of strategies that resemble norm violations are frequently opposed by the original norm violator, who attempts to enter into negotiations about the punishment. Another common feature of the world of childhood is to frame behaviors which appear to break norms, e.g., nonsense and fooling around. It is hypothesized that the playful framing and reframing of norms and sanctions is important for socialization because these processes elicit complex negotiations (Oswald 1990).

Referring to earlier results, several hypotheses were elaborated about the interrelations of learning and personality development in school, on the one hand, and children's peer activities on the other (Krappmann 1990d; Oswald and Krappmann, in press b). These activities, although observed in classrooms and playgrounds, are partly independent of the school and partly influenced by instruction and organizational regulations of the school. Like friendship, the school integrates children's interactions into a "frame" that reduces a weakness of peer interactions that results from their relative uncertainty and indeterminateness. Many interactions peter out or produce hollow compromises. The school compels children to come to terms with school-related problems with other children in a limited time, and that stimulates the mobilization of capacities. But school and instruction also profit from peer interaction because peer cooperation, more than unilateral teaching, promotes fundamental competencies such as exchanging views, elaborating an argument, judging qualities and standards – competencies that form the basis of many learning processes.

2.2 Subproject "Children, Family, and Friends"

Although the structure of peer relationships produces a particular set of tasks as described above, children in middle childhood are still dependent on their parents' provision and care. Their peer activities are directly and indirectly shaped by support given by parents, by parent-child relationship, and by conditions of family life. Clues to these influences were found in interviews with the parents in the first study. The analysis demonstrated that parental support has to strike the delicate balance between needed assistance and the child's wish for increasing independence (Krappmann and Oswald 1990; Krappmann 1990a).

Aim and design: In order to examine the interaction of two socialization agencies and the relative contribution of family and peer system to social development, a research paradigm was designed that makes it possible to compare parent-child and child-friend cooperation in negotiations elicited by a play situation. While the play situation, which will be videotaped, represents a semistandardized procedure, a number of standardized research instruments will be used to collect additional data about the relationship networks, values and goals with regard to friendships, parent-child relationships, and family functioning. Wherever applicable, mothers, fathers, and children will be questioned separately on these issues. The study focuses on children at the ages of 7 through 11 (second through fifth-graders) as results from our first study suggest that an important reorganization of family and peer relationships takes place at this age.

Pilot study: Since some of the instruments of our study were developed by ourselves and others were translated or adapted from other studies, we carried out a pilot study with 87 families consisting of mother, father, and a child from the requested age groups. Included in the set of instruments is an enlarged and standardized version of the "interview about existing friendships" developed in the previous study. A number of items were added in order to differentiate friendships with regard to the main focus of the relationships.

Preliminary results: In order to explore developmental and differential aspects of the shift in the balance of power within the family, mothers', fathers', and children's participation in decision-making processes (nine issues related to peer and family activities) were analyzed. Questions and answers were modeled after Dornbush's and Steinberg's research procedures. Who decides what varies by issue. As expected, ten-year-olds tend to decide more issues by themselves than eight-year-olds. Correlations of participation in decision making with peer integration do not disclose a clear pattern. In general, children perceive their parents as more controlling than parents themselves admit being.

The 87 target children under study had nominated 663 other children as playmates, friends, or best friends. The number of nominees correlated negatively with self-reported loneliness. Further results suggest that with increasing age not the number, but the quality of relationships with peers gains importance. Data about joint activities and mutual support is analyzed with respect to a typology of close relationships which allows for a differentiation of friendships not only by intensity, but also with regard to focal concerns that link children to each other.

Publications

Krappmann, L.: Soziale Kinderwelt und kindliche Entwicklung - Ein Beitrag zur Soziologie der Kindheit. In: Deutsches Jugendinstitut: Jahresbericht 1989. Anhang: Symposium "Kindsein heute. Zur Individualisierung von Jugend und Kindheit." Presse-Druck und Verlags-GmbH, Augsburg 1990, 193-199.

Krappmann, L.: Sozialisation in der Gruppe der Gleichaltrigen. In: Handbuch der Sozialisationsforschung, Eds. K. Hurrelmann, D. Ulich. Beltz, Weinheim (in press).

Krappmann, L. and H. Oswald: Sozialisation in Familie und Gleichaltrigenwelt - Zur Sozialökologie der Entwicklung in der mittleren Kindheit. Zeitschrift für Sozialisationsforschung und Erziehungssoziologie 10, 147-162 (1990).

Krappmann, L. and H. Oswald: Studies in peer socialization. Beiträge aus dem Forschungsbereich Entwicklung und Sozialisation, No. 22/ES, Max Planck Institute for Human Development and Education, Berlin 1990, 58 pp.

Krappmann, L. and H. Oswald: Problems of helping among ten-year-old children - Results from a qualitative study in natural settings. In: Altruism in social systems, Eds. L. Montada, H. W. Bierhoff. Hogrefe, Toronto (in press).

Oswald, H.: Sanktionsprozesse unter Kindern. In: Macht und Recht. Festschrift zum 65. Geburtstag von Heinrich Popitz, Ed. H. Oswald. Westdeutscher Verlag, Wiesbaden 1990, 289-311.

Oswald, H. and L. Krappmann: Qualitative Erforschung der Kinderwelt. In: Handbuch Qualitativer Sozialforschung, Eds. U. Flick, E. von Kardorff, H. Keupp, L. von Rosenstiel, S. Wolff. Psychologie Verlags Union/Urban & Schwarzenberg, München (in press).

Oswald, H. and L. Krappmann: Probleme der Datenerhebungs- und Auswertungskontrolle in der qualitativen Sozialforschung. Grounded. Arbeiten aus der Sozialforschung (in press a).

Oswald, H. and L. Krappmann: Der Beitrag der Gleichaltrigen zur sozialen Entwicklung von Kindern in der Grundschule. In: Schule und Persönlichkeitsentwicklung, Eds. R. Pekrun, H. Fend. Enke, Stuttgart (in press b).

Salisch, M. von: Kinderfreundschaften. Emotionale Kommunikation im Konflikt. Hogrefe, Göttingen (in press).

Presentations

Krappmann, L.: Integration into peer relationships as related to family experience and children's negotiation capacities. Paper presented at the Third Biennial Meeting of the Society for Research on Adolescence, Atlanta/GA, March 1990a.

Krappmann, L.: Self-threat in the peer world – Observations of twelve-year old children in natural settings. Paper presented at the Third Ringberg Conference on "Morality and the Self," Rottach-Egern, July 1990b.

Krappmann, L.: Friendship conception and friendship performance of six- through fifteen-year old children. Paper presented at the IVth European Conference on Developmental Psychology, Stirling/Scotland, August 1990c.

Krappmann, L.: On the social embedding of teaching and learning processes. Paper presented at the international symposium "Research on Effective and Responsible Teaching," Fribourg/Switzerland, September 1990d.

Krappmann, L.: Über die Zukunft der Kindheit: Herausforderungen und Perspektiven in einem vereinten Deutschland. Invited address to the "Fachkongreß Kindheit '90" of the Pestalozzi-Fröbel-Verband e.V., Münster, October 1990.

Krappmann, L., M. von Salisch and H. Oswald: Spielkameraden, Freunde und beste Freunde – Zur Messung von Quantität und Qualität von Peer-Beziehungen. Poster presented at the 37th Convention of the German Psychological Association, Kiel, September 1990.

Oswald, H.: Negotiations of norms and sanctions amongst children. Paper presented at the Annual Meeting of the Society for the Study of Symbolic Interaction, Washington/D.C., August 1990.

Oswald, H. and L. Krappmann: Freundschaft in der mittleren Kindheit. Presentation at the symposium "Freundschaft, Liebe, Partnerschaft aus interdisziplinärer Sicht" at the 37th Convention of the German Psychological Association, Kiel, September 1990.

Major Publications from Preceding Years

Krappmann, L.: Sozialisation in der Gruppe der Gleichaltrigen. In: Handbuch der Sozialisationsforschung, Eds. K. Hurrelmann, D. Ulich. Beltz, Weinheim 1980, 443–468.

Krappmann, L.: Family relationships and peer relationships in middle childhood. In: Family systems and life-span development, Eds. K. Kreppner, R. M. Lerner. Erlbaum, Hillsdale/NJ 1989, 93–104.

Krappmann, L. and H. Oswald: Beziehungsgeflechte und Gruppen von gleichaltrigen Kindern in der Schule. Kölner Zeitschrift für Soziologie und Sozialpsychologie, Special Issue 25: Gruppensoziologie, 420–450 (1983).

Oswald, H. and L. Krappmann: Soziale Beziehungen und Interaktionen unter Grundschulkindern – Methoden und ausgewählte Ergebnisse eines qualitativen Forschungsprojekts. Materialien aus der Bildungsforschung, No. 33, Max Planck Institute for Human Development and Education, Berlin 1988.

Oswald, H., L. Krappmann, I. Chowdhuri, and M. von Salisch: Gaps and bridges – Interactions between girls and boys in elementary school. In: Sociological studies of

child development, Vol. II, Eds. P. Adler, P. Adler. Jai Press, Greenwich/CT 1987, 205-223.

Master's Theses

Albers, P.: Streit unter Kindern. Eine Auswertung qualitativer Beobachtungen in einer vierten Grundschulklasse. Magisterarbeit, Freie Universität Berlin, Fachbereich Erziehungs- und Unterrichtswissenschaften, 1990.

Büchel, A.: Strategien der Selbstdarstellung. Eine Typologie von Strategien der Selbstdarstellung bei Kindern einer vierten Berliner Grundschulklasse. Diplomarbeit, Freie Universität Berlin, Fachbereich Erziehungs- und Unterrichtswissenschaften, 1990.

Wiegner, R.: Verweigerte Hilfen. Aus dem Alltag zehnjähriger Grundschüler. Magisterarbeit, Freie Universität Berlin, Fachbereich Erziehungs- und Unterrichtswissenschaften, 1990.

Other Publications

Krappmann, L. and U. Peukert: Zur Sache: Befunde aus der Wissenschaft - Ein Werkstattgespräch mit Dr. Ursula Peukert und Prof. Dr. Lothar Krappmann. In: Die altersgemischte Gruppe für Kinder von 3 bis 15 Jahren, Ed. Deutscher Caritas-Verband e.V., Freiburg/Breisgau. Lambertus, Freiburg 1990, 18-36.

Krappmann, L.: Kinder, die besonderer pädagogischer Förderung bedürfen. In: Das Bildungswesen in der Bundesrepublik Deutschland. Ein Überblick für Eltern, Lehrer, Schüler. Arbeitsgruppe Bildungsbericht am Max-Planck-Institut für Bildungsforschung. 3rd, revised, and enlarged edition. Rowohlt, Reinbek 1990, 178-196.

3. Project "Studies in Cultural Development and Cognition"[1]

According to Piaget, in the course of individual development basic structures of mathematical cognition and mental models of physical phenomena are constructed by reflective abstraction from the coordination of human actions. This process is both made possible and constrained, on the one hand, by the internal functioning of the human intellect, and on the other hand, by opportunities and limitations inherent in the external setting. In our studies on cultural development and cognition, we investigate the interaction between universal developmental conditions and the culturally determined environment in a historical perspective.

The research is organized in two subprojects. The first of these is devoted to the cultural development of arithmetical thinking, the second to the origin of basic categories of classical physics.

3.1 Subproject "Origin and Development of the Concept of Number"

In order to reconstruct the precursor stages of the number concept, three major stages of proto-arithmetical techniques are investigated: (1) numeration and computational devices in preliterate societies, (2) arithmetical techniques in connection with early systems of writing, and (3) arithmetic in ancient mathematics.

In its first phase, the research centered around the question of whether it is possible to demonstrate historical changes in fundamental cognitive structures of arithmetical thinking, or whether all cultural differences in arithmetical capability represent differences in performance within a universal arithmetical competence. An investigation of numerical notations on proto-cuneiform numerical tablets provided evidence that the transition from preliterate to literate cultures was, in fact, connected with a substantial change in arithmetical thinking. This analysis revealed a unique example of highly developed arithmetical techniques without an integrating number concept. The reconstructed cognitive structure is interpreted as a transitional stage between arithmetical thinking that is independent of symbolic means of written representation and the notion of number underlying the Sumerian bookkeeping techniques in the third millennium B.C. Based on these results, at present efforts are being concentrated on reconstructing the entire developmental process from proto-arithmetic to the arithmetical techniques of ancient Babylonian mathematics.

On the basis of a careful analysis of archaeological findings, preliterate arithmetical techniques in the ancient Near East are compared with similar techniques in existing neolithic cultures, i.a. in New Guinea (studied in cooperation with Wulf Schievenhövel).

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[1] Scientific investigators: Peter Damerow, in cooperation with Wulf Schiefenhövel (Max Planck Research Group in Human Ethology, Andechs) on preliterate cultures in New Guinea, with Hans Nissen and Robert Englund (Free University of Berlin) on the Near Eastern archaic texts, and with Gideon Freudenthal (University of Tel Aviv), Wolfgang Lefèvre and Peter McLaughlin (Universität Konstanz), and Jürgen Renn (Boston University) on scientific documents of the 16th and 17th centuries.

Thus, semantics of numerals and time denotations in the language of the Eipo in West New Guinea have been reconstructed. These efforts will be extended to a complete semantic analysis of all quantitative, spacial, and temporal concepts of that language. The transitional stage between preliterate and literate arithmetical techniques represented by the archaic administrative documents was studied in the broader framework of the symbolic setting of the protocuneiform and proto-elamite writing systems. Work on the decipherment of these texts has revealed that the seemingly clear distinction between numerical and nonnumerical archaic signs does not exist at the semantic level. Current work is therefore concentrated on arithmetical functions of nonnumerical signs and on the integration of arithmetical thinking into the economic categories underlying archaic bookkeeping techniques (in cooperation with Robert Englund and Hans Nissen).

3.2 Subproject "Origin and Development of Basic Concepts of Classical Mechanics"

In contrast to seemingly universal mathematical concepts like the concept of number, basic concepts of physics like space, time, motion, and force underwent substantial changes when classical physics emerged, as they did when classical physics was replaced by modern physics. It is less clear whether there is a universal conceptual basis of qualitative reasoning about physical systems which is developed and applied both in daily life and in scientific thinking and which is refined and quantified by quantitative scientific concepts.

Texts documenting the origin and development of classical physics are analyzed in order to determine the depth of the conceptual changes involved. Two types of sources were studied: (a) sources providing insight into the mental models underlying Aristotelean and anti-Aristotelean reasoning about physical phenomena in medieval natural philosophy, and (b) sources relating to the origin of the Cartesian system of a closed universe ruled by mechanical laws and of the Galilean system of kinematic laws.

There is strong evidence that conceptual structures of theories affect the deep structure of arguments and proofs. In contrast to Piaget's notion of a universal sequence of scientific concepts, major achievements of Descartes and Galileo that established the conceptual basis for classical physics were completely derived from a preclassical conceptual framework which was an alternative to, rather than a precursor of classical physics (in cooperation with Gideon Freudenthal, Peter McLaughlin, and Jürgen Renn).

Publications

Damerow, P.: Frühgeschichte des mathematischen Denkens - Konsequenzen für eine Epistemologie und Didaktik der Mathematik. Beiträge zum Mathematikunterricht 1990. Franzbecker, Bad Salzdetfurth (in press).

Damerow, P., G. Freudenthal, P. McLaughlin and J. Renn: Exploring the limits of preclassical mechanics. On the discovery of the law of free fall and the rules for the composition of motions. Springer, New York (in press).

Nissen, H. J., P. Damerow and R. K. Englund: Frühe Schrift und Techniken der Wirtschaftsverwaltung im alten Vorderen Orient. Informationsspeicherung und -verarbeitung vor 5000 Jahren. Franzbecker, Bad Salzdetfurth 1990.

Presentations

Damerow, P.: Frühgeschichte des mathematischen Denkens - Konsequenzen für eine Epistemologie und Didaktik der Mathematik. Invited lecture at the 24th Bundestagung für Didaktik der Mathematik, Salzburg, February 26-March 2, 1990.

Damerow, P.: Numeration and number in proto-cuneiform symbolic systems: The Mesopotamian evidence in favor of a constructivist perspective on the origin of number. Paper presented at the Boston Colloquium for the Philosophy of Science, October 30, 1990.

Major Publications from Preceding Years

Damerow, P. and W. Lefèvre (Eds.): Rechenstein, Experiment, Sprache. Historische Fallstudien zur Entstehung der exakten Wissenschaften. Klett-Cotta, Stuttgart 1981.

Damerow, P. and R. K. Englund: Die Zahlzeichensysteme der Archaischen Texte aus Uruk. In: Zeichenliste der Archaischen Texte aus Uruk, Vol. 2, Eds. M. W. Green, H. J. Nissen (in cooperation with P. Damerow and R. K. Englund). Mann, Berlin 1987, 117-166.

Damerow, P.: Individual development and cultural evolution of arithmetical thinking: In: Ontogeny, phylogeny, and historical development. Human Development, Vol. 1, Ed. S. Strauss. Ablex, Norwood 1988, 125-152.

Damerow, P. and R. K. Englund: The Proto-Elamite texts from Tepe Yahya. With an introduction by C. C. Lamberg-Karlovsky. Harvard University Press, Cambridge 1989.

4. Project "Reanalysis of Kohlberg's Theory and Data"[1]

The reanalysis of Kohlberg's theory and data is conducted along three separate dimensions: semantic, normative, and empirical. During the first phase, the main focus was on the criterion judgments of the Code Manual (Colby, Kohlberg et al. 1987) and on the level of conventional morality (Stages 3 and 4) across four dilemmas ("Heinz," "Joe," "Mercy Killing," "Korea"). The theoretical analysis represents a departure from Kohlberg's differentiation of the relationship perspective of Stage 3 and the system perspective of Stage 4. What the data appear to show is a differentiation between a concrete perspective involving both relationship and system orientations (Stage 3) and an abstract perspective on these two orientations. This differentiation yields more consistent but also more empirically meaningful results.

The revised manual will serve to reanalyze the longitudinal data set, accounting for context variation due to both content and structure of moral judgment. The following sources of variation, largely ignored in previous analyses, are at the center of the present analyses: dilemma type, question type, decision preference, issue preference (autonomous vs. heteronomous). One possible outcome appears to be a revision of the boundary between conventional and postconventional moral judgment within a more context sensitive system of moral judgment. Contrary to Kohlberg's theory, a variety of developmental trajectories seems possible depending on type of problem and judgmental alternatives open to the subject.

Unpublished Papers

Reuss, S. and G. Becker: Strukturelle Invarianz oder kontextbedingte Variabilität der moralischen Urteilsbildung. Ein Beitrag zur Klärung des Grundproblems im Rahmen einer Kohlbergreanalyse. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Reuss, S. and G. Becker: Kohlbergreanalyse im Schnittpunkt von drei Analyseebenen: Bedeutungsanalytisch, normativ-analytisch, empirisch-analytisch. Max Planck Institute for Human Development and Education, Berlin 199[illegible] (unpublished manuscript).

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[1] Scientific investigators: Siegfried Reuss and Günter Becker funded by the German Research Foundation (DFG).

IV. CENTER FOR PSYCHOLOGY AND HUMAN DEVELOPMENT

Introductory Overview

Psychological research at the Max Planck Institute for Human Development and Education is carried out in each of the four Centers. The Center for Psychology and Human Development, however, contains the highest concentration of researchers using psychological principles, methods, and concepts to advance knowledge about human development and education. What are some of the general considerations that guide the work of psychologists at the Institute? In formulating a conceptual framework for psychological research at the Institute, psychology is understood as both a basic and an applied discipline. In addition, psychology is viewed by most psychologists to be the discipline among the behavioral and social sciences that is individual-paradigmatic in character. Accordingly, one primary task of psychological research at the Institute is to make a general contribution toward the clarification of "microanalytic," person-related processes that are relevant to an understanding of more general and complex developmental and educational phenomena.

In principle, all basic psychological processes and outcomes (such as perception, memory, learning, action control, identity development, knowledge systems, intelligence, beliefs and expectations, and social behavior) are appropriate domains of study. However, because first and foremost education represents an intervention associated with cultural transmission and cultural learning, the study of the psychological factors and processes involved in the ontogenesis of cognitive, motivational, and personality development is judged to be of paramount importance. Indeed, this emphasis is reflected in the way psychologists at the Center place themselves in the professional territory of psychology. They tend to view educational questions essentially as questions of human development, its plasticity (modifiability) and optimization. From this comes a concentration on questions usually studied within the fields of developmental and educational psychology.

Another general observation concerns the balance between psychological and multidisciplinary work in the Center. A large share of the work at the Center usually consists of mainstream psychology. However, a certain portion of the Center's resources is expected to be allocated to multidisciplinary or interdisciplinary ventures, both within the Institute and with colleagues from other institutions. Such an expectation follows from the view that the Institute's official mandate includes working toward an integrative perspective on human development and education. Illustrative examples of such cross-disciplinary work include the attempt to initiate individual-level, microanalytic analyses of macrostructural variables that social scientists from other disciplines see as central to an understanding of human-developmental processes (e.g., social stratification, ethnic origins, sex, age), the analysis of age or gender norms (often collected by sociologists) in terms of psychological processes, or the interdisciplinary study of aging as implemented in the context of the Berlin Aging Study sponsored by the Academy of Sciences and Technology in Berlin in collaboration with the Free University of Berlin and the Max Planck Institute.

Conceptual Orientation of the Center's Program

The following statements describe the theoretical and methodological emphases chosen in 1981 as part of the task of developing a research agenda and recruiting faculty for the newly created Center for Psychology and Human Development. In general, the propositions outlined reflect what has come to be known as the theoretical framework associated with life-span developmental psychology (Baltes 1987; Baltes 1990).

1. Human development is viewed as occurring throughout the *life span*, implying cumulative-continuous as well as innovative-discontinuous developmental processes and outcomes.
2. The process of human development is considered to be an age-related change in *adaptive and mental capacity* in which there is a continuous interplay between processes of growth (gains) and processes of decline (losses).
3. In order to improve our understanding of psychological development, it is useful to employ theoretical models that could be described as *contextual, interactive, and dialectical*. For example, psychological (ontogenetic) development occurs in the context of biosocial systems and biocultural change. Within the realm of social science, three macrostructural components are particularly relevant: (1) social change, (2) the system context provided by familial and/or generational transmission, and (3) the life-span ecologies associated with settings such as the family, school, work, and leisure.
4. A critical aspect of the theoretical orientation involves defining as a central focus of investigation the *plasticity* of development, i.e., its range and constraints. Knowledge about plasticity (in either the positive or negative range) is essential for the formulation of strategies aimed at the optimization of human development.
5. *Human activity* and *goal orientation* during the developmental process are other conceptual emphases that guide the Center's studies. Such an emphasis makes explicit the role that individuals play as producers of development: both their own as well as that of others.

Key References

Baltes, P. B.: Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. Developmental Psychology 23, 611-626 (1987).

Baltes, P. B.: Entwicklungspsychologie der Lebensspanne: Theoretische Leitsätze. Psychologische Rundschau 41, 1-24 (1990).

Current Research Programs

The following is a list of ongoing research programs, research plans, and other Center activities. Each project occupies a meaningful place within the framework of the Center's overall investigation of life-span development. In addition, the research projects exhibit unique emphases reflecting both variations across substantive areas and the interests of individual investigators.

The descriptive organization chosen for presenting the projects is somewhat artificial. Categorizing the projects by headings such as "Personality and Social Development" or "Cognitive Development" focuses on their major substantive emphasis. At the same time, such categorization does not fully capture the interplay between cognition and motivation, the overlap between projects, and the extent of commonality in common research perspectives.

Research Area 1: Personality and Social Development

One major focus of the Center program is the study of personality and social development. At present, this emphasis includes the study of family-related contextual factors, research on goals and beliefs that individuals acquire as they age and use as guiding principles for their own and others' development, inquiries into the self as an organized and developing system giving identity to one's past, current, and future life, as well as fantasies about the future which may affect regulatory processes of development and life interpretation. As can be expected from a Center whose focus is on life-span developmental research, the projects consider varying age periods of the human life span and their interconnections.

1.1 Project "Transition from Childhood to Adolescence in the Family"[1]

The project is part of a longitudinal research program focusing on family development from a life-span perspective. The current study explores the transition from childhood to adolescence in the family. Under a family-developmental perspective, this period is seen as a phase wherein the family's interaction and communication routines as well as parents' and children's perceptions of each other are likely to change. Furthermore, this period is also considered a phase wherein not only the child's but also the parents' conceptions of the self undergo reorganization. Central questions to be explored include, aside from the often-studied impact of youngsters' physical changes on family relations, how other relevant features of children's development during early adolescence act as catalysts for transformations in the family's modes in interaction and network of relationships, and how this process of individual and relational adaptation manifests itself in concrete, mundane conflicts in day-to-day living. Another aspect centers on tracking those aspects within the family which are relevant for successfully coping with children's development during this period of reorganization. A further topic encompasses differences between intact and divorced, single-parent mother-only families, and differences between sons and daughters.

The project is designed as a longitudinal study with a total sample of about 80-90 intact and single-parent mother-only families whose oldest child is moving into the years of early adolescence. The data are collected in three separate visits every six months in the homes of the families. The design entails a multimethod approach to data collection. Naturalistic and semi-structured observations (on videotape) provide an impression of the families' patterns of interaction and communication. Interviews with parents and adolescents illuminate the families' social and educational background and their present social support system, provide information about the parents' families of origin, and offer descriptive information regarding day-to-day home life. Responses to a set of questionnaires result in both a picture of the quality of family members' interpersonal relations as well as a closer look at single members' personal characteristics and subjective sense of self, identity, and life experiences.

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[1] Scientific investigators: Kurt Kreppner, Christiane Spiel, Laura E. Hess (postdoctoral fellow, 1990-), Susan Silverberg (postdoctoral fellow, 1987-89).

Following the first wave of data collection in 1989-90, the original questionnaires were condensed into shorter versions. In addition, a coding scheme was developed in order to analyze the various structured situations in the families' homes, where topics of differing conflict potential given on cards were discussed by family members in varying dyadic constellations.

Initial cross-sectional analyses of questionnaire data indicate that the quality of adolescent-parent relationship depends on family structure and sex of the adolescent. Whereas for sons the quality of adolescent-parent relationship is higher in single-parent families, girls show a higher quality of adolescent-parent relationships in intact families.

Key Reference

Kreppner, K.: The interplay between individual and family development: Some results from a 7 year longitudinal study. In: Psychological development. Perspectives across the life span, Eds. M. A. Luszcz, T. Nettelbeck. North-Holland, Amsterdam 1989, 25-36.

Publications

Eye, A. von, K. Kreppner and H. Weßels: Differential change in systems of categorical variables. In: Framing stability and change: An investigation into methodological reasoning, Eds. J. B. Asendorpf, J. Valsiner. Sage, Newbury Park/CA (in press).

Kreppner, K.: Sozialisation in der Familie. In: Neues Handbuch der Sozialisationsforschung, Eds. K. Hurrelmann, D. Ulich. Psychologie Verlags Union, München 1990, 323-337.

Kreppner, K.: Development in a developing context: Rethinking the family's role for children's development. In: Children's development within social contexts: Metatheoretical, theoretical, and methodological issues, Eds. L. T. Winegar, J. Valsiner. Erlbaum, Hillsdale/NJ 1990 (in press).

Kreppner, K.: Differential parental cooperation patterns during the early years: Results from a longitudinal observational study. In: Parenting and the family: A growing European perspective, Eds. J. R. M. Gerris, J. Palacios, M. J. Rodrigo. Erlbaum, Hillsdale/NJ (in press).

Kreppner, K.: Observational and longitudinal approach in infancy research. In: Infant development: Perspectives from German-speaking countries, Eds. M. Lamb, H. Keller. Erlbaum, Hillsdale/NJ 1990 (in press).

Kreppner, K.: Observation, data generation, and analysis in parenting and family research: Considerations and examples from a longitudinal study. In: Parenting and the family: A growing European perspective, Eds. J. R. M. Gerris, J. Palacios, M. J. Rodrigo. Erlbaum, Hillsdale/NJ (in press).

Unpublished Papers

Eye, A. von, K. Kreppner and H. Weßels: Log-linear modeling of categorical data in developmental research. Max Planck Institute for Human Development and Education, Berlin 1990 (manuscript under revision).

Weßels, H., K. Kreppner and A. von Eye: Multidimensional sequential analysis of observational data in complex family interaction. Max Planck Institute for Human Development and Education, Berlin 1990 (manuscript under revision).

Talks and Presentations

Kreppner, K.: Father participation in family socialization during the first two years after a second child's arrival. Paper presented at the 7th International Conference on Infant Studies, Montreal/Canada, April 1990.

Kreppner, K.: The role of fathers in early family socialization. Paper presented at the IVth European Conference on Developmental Psychology, Stirling/Scotland, August 1990.

Kreppner, K.: Differences in parents' cooperation patterns after the arrival of a second child. Paper presented at the Baby XXI International Conference, Lisbon/Portugal, October 1990.

Spiel, C.: Short-term effects of public day-care on children's competence depending on risk status. Paper presented at the IVth European Conference on Developmental Psychology, Stirling/Scotland, August 1990.

Spiel, C.: Informationsverarbeitung unter Nutzung externer Speicher (Notizen). Paper presented at the 37th Convention of the German Psychological Association, Kiel, September 1990.

Spiel, C.: The effect of caretakers on child development. Paper presented at the international symposium: Child Care in the Early Years – Research and Future Prospects, Lausanne/Switzerland, September 1990.

Weßels, H., K. Kreppner and A. von Eye: Multivariate lag analysis: An extended approach for studying patterns of family changes in early childhood. Paper presented at the 7th International Conference on Infant Studies, Montreal/Canada, April 1990.

Other Publications not Related to the Project

Hess, L. E. and R. M. Lerner: Peer relations and achievement across the junior high school transition. The Pennsylvania State University (in press).

Hess, L. E. and A. C. Petersen: Narrowing the margins: Adolescent unemployment and the lack of a social role. Invited paper for the Jacobs Suchard Foundation and the World Scout Bureau, Geneva/Switzerland 1990.

Lerner, J. V. and L. E. Hess: Maternal employment influences on early adolescent development. In: Encyclopedia of adolescence, Eds. R. M. Lerner, A. C. Petersen, J. Brooks-Gunn. Garland, New York (in press).

Lerner, R. M., M. Delaney, L. E. Hess, J. Jovanovic and A. von Eye: Early adolescent physical attractiveness and academic competence. Journal of Early Adolescence 10, 4-20 (1990).

Lerner, R. M., L. E. Hess and K. Nitz: A developmental perspective on psychopathology. In: Handbook of child and adult psychopathology: A longitudinal perspective, Eds. M. Hersen, C. G. Last. Pergamon, New York (in press).

Lerner, R. M., L. E. Hess and K. Nitz: Towards the integration of human developmental and therapeutic change: A developmental contextual perspective. In: Handbook of behavior therapy and psychological science: An integrative approach, Ed. P. R. Martin. Pergamon, New York (in press).

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Spiel, C.: Zum Einfluß von Textinhalt, Titel und Vorwissen auf das Textverstehen. Zeitschrift für Experimentelle und Angewandte Psychologie 37, 505-518 (1990).

Spiel, C.: Behalten und externe Speicher: Zum Stellenwert von Notizen. In: Lern- und Denkstrategien - Erwerb und Intervention, Eds. H. Mandl, H. F. Friedrich. Springer, Berlin (in press).

Spiel, C.: Comprehension of story structure and content in children and adults. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Master's Thesis

Doerfel, D. and S. Wisniewski: Untersuchung zur Persönlichkeitsentwicklung bei Vorschulkindern am Beispiel einer strukturierten Familieninteraktion. Diplomarbeit vorgelegt im Fachbereich Erziehungs- und Unterrichtswissenschaft der Freien Universität Berlin (Institut für Psychologie), 1990.

1.2 Project "Intergenerational Relationships Between Adult Children and Their Elderly Parents"[1]

This project investigates adult children's willingness to take on responsibilities for their aging parents. Starting points are two competing hypotheses: (1) In modern welfare states the necessity to take care of elderly parents is minimized. Like friendships, intergenerational responsibilities are maintained primarily on a voluntary basis, and depend on mutual respect, common interests, and affection. (2) The economic support provided by Social Security Insurance (Rentenversicherung) has not rendered the normative filial obligation for support superfluous. It can be assumed that, in contrast to friendships, there continues to be an obligation with respect to instrumental and particularly emotional support; even if the relationship is not characterized by mutual respect, common interest, and affection.

In the past year an instrument was developed to assess adult children's opinions with regard to the following issues: (1) Plans and provisions for parent support in case of illness and frailty; (2) Quality of past and present emotional relationships; (3) Nature and quantity of instrumental and emotional support between parents and children; (4) Negative aspects of the relationship. As information about these issues is also being collected as part of the protocol of the BASE project (see Research Area 3), it is planned to interview adult children of participants in that study. It is expected that by comparing children's and parents' statements it will be possible to specify the conditions under which each of the competing hypotheses prevails.

Key Reference

Schütze, Y.: Pflicht und Neigung – Intergenerationelle Beziehungen zwischen Erwachsenen und ihren alten Eltern. Zeitschrift für Familienforschung 3, 72–101 (1989).

Presentations

Huinink, H., Y. Schütze and M. Wagner: Familienentwicklung bei Flüchtlingen, Vertriebenen und Übersiedlern in der Nachkriegszeit. Paper presented at the 25th Deutscher Soziologentag, Frankfurt a.M., October 1990.

Schütze, Y.: The changing roles of women. Paper presented at the conference "After Forty Contentious Years: The Two Germanies Since 1949," USC Los Angeles, February 1990.

Schütze, Y.: Individualization and family relationships across the life span. Lecture at the Andrus Gerontology Center, USC Los Angeles, February 1990.

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[1] Scientific investigator: Yvonne Schütze.

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Other Publications not Related to the Project

Schütze, Y.: Bereichsrezension zum Themengebiet "Jugend." Soziologische Revue (in press).

Schütze, Y.: Geburtenrückgang und Kinderwunsch. In: Fortpflanzung: Natur und Kultur im Wechselspiel - Der Versuch eines Dialogs von Biologen und Naturwissenschaftlern, Ed. E. Voland. Suhrkamp, Frankfurt a.M. (in press).

1.3 Project "Regulatory Processes of Development and the Interpretation of Life"

This project area was formed in 1987 and focuses on mental representations, goals, motivational systems, as well as management (coping, mastery) strategies developed and applied by individuals when forming, regulating, and interpreting their lives. The project area includes four interrelated projects: "Developmental Goals and Normative Conceptions About the Life Course," "Fantasy and Developmental Change," "Control Beliefs Across Cultures," and "Meaning of Life and Self-Understanding in Adulthood."

1.3.1 Project "Developmental Goals and Normative Conceptions About the Life Course"[1]

This project is based on three general assumptions: (1) There are normative conceptions about developmental change throughout the life course which are highly consensual within a given society and thereby constitute social constructions of reality. (2) For the individual members of society, normative conceptions about development function as frames of reference for the retrospective reconstruction (life story, interpretation, evaluation) and prospective construction (expectations, goals, plans) of their own and others' development. (3) Deviations from the normative pattern of the life course and development, which are ascribed to the self, can be desirable or undesirable, and give rise to development-related action.

A series of studies conducted by Jutta Heckhausen and Paul Baltes initiated the project and aimed at describing the content and ontogeny of normative (i.e., concerning "most other people") conceptions about developmental change in psychological attributes throughout adulthood (Heckhausen 1990a; Heckhausen and Baltes, in press; Heckhausen, Dixon, and Baltes 1989). Various adolescent and adult age groups held consensual views about development, although older adults expressed more elaborated conceptions than younger individuals. Normative conceptions about life-span development were shown to reflect an overall optimistic view about the potential for growth and plasticity during adulthood. However, at increasing target ages expected potential for growth gradually gave way to expected risks for decline, and less controllability was expected.

A subsequent study focused on the interface between normative and self-related conceptions about development (Heckhausen and Krueger 1990; Krueger and Heckhausen 1990a). Data collection for this study was completed in spring 1990. Analyses performed during 1990 revealed that expected developmental trajectories attributed to the self are very similar to normatively expected trajectories. However, for advanced age more gains and less losses were expected for the self when compared to "most other people." With regard to developmental goals and subjective age identification, young adults exhibited an orientation towards somewhat older, and old adults towards somewhat younger age groups.

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[1] Scientific investigators: Jutta Heckhausen and Joachim Krueger (postdoctoral fellow, 1988–).

The project's most recent study started in late spring 1990 and addresses the issue of whether and how social perceptions are influenced by information about age normativity versus age nonnormativity of a target person (Krueger and Heckhausen 1990b). We expect that conceptions about age norms in the work and the family domain function as normative frames of reference in the perception, evaluation, and causal attribution of other people's life-course status.

Future directions of research will aim at integrating life-span developmental psychology and life-course sociology approaches in the study of life course and development-related behavior (Heckhausen 1990b). This research will be conducted in cooperation with the life-course sociology project (K. U. Mayer) at the Institute. From a developmental psychology perspective, we are particularly interested in identifying differences between East and West Germans in terms of normative conceptions about the life course, developmental goals, and control beliefs.

Key Reference

Heckhausen, J., R. A. Dixon and P. B. Baltes: Gains and losses in development throughout adulthood as perceived by different adult age groups. Developmental Psychology 25, 109-121 (1989).

Publications

Heckhausen, J.: Entwicklung im Erwachsenenalter aus der Sicht junger, mittelalter und alter Erwachsener. Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie 22, 1-21 (1990a).

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Heckhausen, J.: Psychische Entwicklung im Lebenslauf. Psychomed 2, 144-149 (1990).

Heckhausen, J.: Integration psychologischer und soziologischer Ansätze in der Lebenslaufforschung. In: Bericht über den 37. Kongreß der Deutschen Gesellschaft für Psychologie in Kiel 1990, Vol. 2, Ed. D. Frey. Hogrefe, Göttingen (in press).

Heckhausen, J.: Shifting modes of control in adults' conceptions about development. In: Social cognitive mediators of action, Ed. R. Schwarzer (in press).

Heckhausen, J. and P. B. Baltes: Perceived controllability of expected psychological change across adulthood and old age. Journal of Gerontology (in press).

Talks and Presentations

Heckhausen, J.: Adults' conceptions about adult development and its controllability. Paper presented at the invited colloquium "Advances in Self-efficacy Research" celebrating the honorary degree for Albert Bandura at the Free University of Berlin, June 1990.

Heckhausen, J.: A longitudinal study on the development of mastery in mother-infant interactions throughout the second year. Poster presented at the IVth European Conference on Developmental Psychology, Stirling/Scotland, August 1990.

Heckhausen, J.: Life-span developmental shifts in conceptions and strategies of control. Paper presented at the IVth European Conference on Developmental Psychology, Stirling/Scotland, August 1990.

Heckhausen, J.: Integration psychologischer und soziologischer Ansätze in der Lebenslaufforschung. Paper presented at the 37th Convention of the German Psychological Association, Kiel, September 1990.

Krueger, J., J. Heckhausen and J. Hundertmark: Perceived growth and decline on the Big Five personality dimensions across the adult life span. Paper presented at the Fifth European Conference on Personality, Rome/Italy, June 1990.

Krueger, J., J. Heckhausen and J. Hundertmark: Wahrgenommene und intendierte Persönlichkeitsentwicklung im Erwachsenenalter. Paper presented at the 37th Convention of the German Psychological Association, Kiel, September 1990.

Unpublished Papers

Heckhausen, J.: Life course patterns, developmental projects, and control beliefs in East- and West-Berliners born between 1920 and 1970: A study proposal in preparation for a larger national life course survey. Max Planck Institute for Human Development and Education, Berlin 1990b (unpublished manuscript).

Heckhausen, J. and J. Krueger: Similarities and differences in developmental expectations for the self and most other people: The threefold function of social reference groups. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Krueger, J. and J. Heckhausen: Perception of growth and decline on five personality dimensions across the adult life span. Max Planck Institute for Human Development and Education, Berlin 1990a (unpublished manuscript).

Krueger, J. and J. Heckhausen: Normative conceptions about development as frames of reference in social perception: Off-time information as elicitor of surprise, attribution, and evaluation. Max Planck Institute for Human Development and Education, Berlin 1990b (unpublished manuscript).

Schulz, R., J. Heckhausen and J. L. Locher: Coping with problems related to health and aging: Matching control strategies with developmental trajectories. Max Planck Institute for Human Development and Education, Berlin 1990 (manuscript submitted for publication).

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Krueger, J.: Accentuation effects and illusory change in exemplar-based category learning. European Journal of Social Psychology (in press).

1.3.2 Project "Fantasy and Developmental Change"[1]

The impact of fantasy images and reality images on a person's readiness to change is the focus of a new project (initiated in 1990). It is assumed that fantasy images should function as hypotheses (e.g., finding a great job after graduation), whereas reality images provide a feedback system proving the hypotheses correct or incorrect (e.g., a pile of rejection letters). More specifically, we investigate how dealing with the gap between fantasy and reality images affects emotion and behavior relevant to developmental change. An initial set of studies serves the following goals: (1) To understand the various ways of how people deal with a gap between fantasy and reality images, (2) To determine whether such alternative ways differentially affect emotions and efforts to implement fantasy image, and (3) To identify their consequences for a person's engagement to vs. disengagement from current concerns and life principles.

The present focus is on three distinct ways of addressing discrepancies between fantasy and reality images. These three approaches are: (1) Reality images are forgotten, overlooked, or reinterpreted and only the fantasy images remain, (2) Reality images and fantasy images remain, and (3) Fantasy images are forgotten, overlooked, or reinterpreted and only the reality images remain.

In current studies with children, university students, and young professionals, these different approaches of dealing with discrepancies are either produced experimentally (e.g., by stimulating reinterpretation or simply varying the salience of the fantasy and reality images) or measured (e.g., by assessing a person's habitual way of reinterpretation or the quality of subjects' spontaneous images). The working hypothesis is that these experimentally created or habitual ways of approaching discrepancies will not only differentially affect people's emotional response patterns, but also their efforts to implement fantasy images and their readiness to change current concerns and life principles. More specifically, retaining both fantasy and reality images should foster high activity toward implementing one's fantasy. Positive emotions, however, should be observed among those retaining only fantasy images. Finally, retaining only reality images should be a prerequisite for disengagement from current concerns and life principles.

Publication

Oettingen, G.: Phantasie und Realität. In: Bericht über den 37. Kongreß der Deutschen Gesellschaft für Psychologie in Kiel 1990, Vol. 2, Ed. D. Frey. Hogrefe, Göttingen (in press).

Presentation

Oettingen, G.: Success in weight reduction: A result of positive or negative thinking? Paper presented at the Fifth European Conference on Personality, Rome, June 1990.

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[1] Gabriele Oettingen and Annette Losert (predoctoral fellow, 1990–).

1.3.3 Project "Control Beliefs Across Cultures"[1]

In light of the political developments in East and West Berlin, the project context of "Fantasy and Developmental Change" was used to initiate in 1990 a series of studies focusing on cross-cultural differences in control beliefs. Using an instrument and a theoretical orientation developed in an earlier project of the Center (project ACT by Ellen Skinner, Michael Chapman, and Paul Baltes; 1981–86), we have assessed control, agency, and means-ends beliefs regarding school performance in two East Berlin elementary schools (grades two to seven). The children were similar in terms of social class, age, and type of school to children in West Berlin whose control, agency, and means-ends beliefs were obtained in 1984. To extend this comparison to other Eastern countries, children of the same age and social background are currently being tested in Moscow schools. Plans are under way to conduct similar studies in Poland.

The children in East Berlin showed very high positive correlations between agency beliefs (i.e., children's judgments on how much access they have to means that promote school success) and actual school performance. Further, these correlations are already present at age eight and held for grades two through seven. Children in West Berlin and in the United States, in contrast, had showed a pattern where the relationship between agency beliefs and school performance gradually evolved during this age period and plateaued at a lower level than is true for East Berlin children.

There are several interesting aspects of this clear difference in the onset and strength of an agency belief-school performance connection that deserve further study. One hypothesis is that the contextual factors relevant to these results may stem from different kinds of feedback in East and West Berlin schools. Possibly, the explicit and publicly shared feedback typically characterizing East Berlin schools promotes comparatively more accurate self-perceptions of children's agency. Another hypothesis is that there are major differences in the degree of control that different societal contexts exercise over the developmental trajectory. Thus, school grades may be used to fixate children's educational position irrespective of children's latent cognitive potential. A third hypothesis is that in East Berlin, parents and other nonteaching socialization agents may have less power in modifying children's self-perceptions than is true in West Berlin. Studies are envisaged to examine the degree of longitudinal stability of children's agency beliefs and to ascertain to what degree school grades are consistent with other measures of cognitive potential and achievement.

Key Reference

Skinner, E. A., M. Chapman and P. B. Baltes: Control, means-ends, and agency beliefs: A new conceptualization and its measurement during childhood. Journal of Personality and Social Psychology 54, 117–133 (1988).

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[1] Paul B. Baltes and Gabriele Oettingen.

Publication

Chapman, M., E. A. Skinner and P. B. Baltes: Interpreting correlations between children's perceived control and cognitive performance: Control, agency, or means-ends beliefs? Developmental Psychology 26, 246-253 (1990).

Other Publications not Related to the Project

Oettingen, G.: Explanatory style in the context of culture. In: Explanatory style, Eds. M. E. P. Seligman, G. Buchanan. Erlbaum, Hillsdale/NJ (in press).

Oettingen, G. and M. E. P. Seligman: Pessimism and behavioural signs of depression in East versus West Berlin. European Journal of Social Psychology 20, 207-220 (1990).

Oettingen, G. and T. Wadden: Expectation, fantasy and weight loss: Is positive thinking always positive? Cognitive Therapy and Research (in press).

1.3.4 Project "Meaning of Life and Self-Understanding in Adulthood"[1]

In this project, a theoretical and empirical framework for the study of personal meaning systems has been developed. The theoretical framework is built upon a life-span developmental perspective but also includes concepts from research in cultural and social psychology, social cognition, personality, and cognitive psychology. A personal meaning system is viewed as a complex, dynamic knowledge system involving components associated with the "meaning of life" (e.g., goals, purposes, standards, and evaluations), and self-understanding (the definition and interpretation of self and life, reflection, etc.). The system is dynamic in the sense that it responds to new insights and motivations as well as to perceived changes in inner and outer reality. The empirical framework for investigating personal meaning systems is borrowed from methods used in cognitive psychology and linguistics for the study of knowledge systems and narratives.

In this project, personal meaning systems have been investigated in the context of changing life circumstances and person-related characteristics of adulthood. In general, it was expected that young and elderly adults would have different meaning systems. An empirical study was designed and carried out to test this hypothesis and to gain further insight into the nature and change of personal meaning systems. A sentence completion test was developed and used to elicit self-related statements on desires, person-related characteristics, past, present, and possible future selves, self-reflection and self-evaluation, etc. Six hundred self-descriptions of young and old adults were collected. A coding scheme was developed on the basis of both inductive text analysis and theoretical conceptions. This coding scheme involves a large number of interrelated, hierachical categories reflecting the mental model used in the subject's self- and life interpretation. The coding scheme is flexible and can be extended, its notation sticks close to natural language in order to facilitate its application. Software developed during 1990 allows the coding procedure to be computer implemented. New possibilities for the organization of data in various text and table formats improve the representation of mental models derived from text analysis in large samples.

Various analyses completed in 1990 indicate that the data base is extremely rich and that the method is fruitful. Large differences exist between the age groups while there are comparatively small interindividual differences. Thus, the data have corroborated the existence of prototypical meaning systems for different phases of life. The type of differences observed support the view that adult development in meaning systems results from culture-bound mental reconstructions of personal and environmental age-related changes and of biographical situations or events. In addition, internal mechanisms direct cognitive-affective reorganization. Together, this results in new interpretations of self and life, which amount to a gradual personality reorganization in the course of adulthood.

The proposed theoretical and empirical framework for personal meaning systems provides a context in which isolated variables used in developmental and gerontological studies - such as life satisfaction, self-esteem, goals, interpersonal needs, time perspective, and time orientation - can be combined into a coherent picture. These variables were observed to be central components of the personal meaning system, but had to be partly redefined and complemented by other important conceptualizations used in self- and life interpretation. Stability and change in adulthood of these interrelated components can be better understood and evaluated by taking a systems perspective.

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[1] Scientific investigator: Freya Dittmann-Kohli.

Publications

Dittmann-Kohli, F.: New perspectives in psychogerontology. In: "Ouder worden nu." Syposiumboek Gerontologisch Symposium '90, Eds. C. P. M. Knipscheer, J. J. M. Michels, M. W. Ribbe. Versluys Uitgeverij, Almere 1990, 120-127.

Dittmann-Kohli, F.: Sinngebung im Alter. In: Entwicklungsprozesse im Alter, Eds. P. Mayring, W. Saup. Kohlhammer, Stuttgart 1990, 145-166.

Dittmann-Kohli, F.: The construction of meaning in old age: Possibilities and constraints. Ageing and Society 10, 279-294 (1990).

Dittmann-Kohli, F.: Gerontological education and images of Man. In: Education in gerontology in the 90s, Eds. D. T. Vis, N. L. Stevens, M. Wimmers. Springer, Berlin (in press).

Dittmann-Kohli, F.: Pädagogische Konsequenzen aus der Altersforschung. In: Pädagogische Reformen im Brennpunkt der Entwicklung, Ed. E. K. Beller. Colloquium, Berlin (in press).

Dittmann-Kohli, F. and P. B. Baltes: Towards a neofunctionalist conception of adult intellectual development: Wisdom as a prototypical case of intellectual growth. In: Higher stages of human development: Perspectives in adult growth, Eds. C. N. Alexander, E. J. Langer. Oxford University Press, New York 1990, 54-78.

Dittmann-Kohli, F. and U. M. Staudinger: Lebenserfahrung und Lebenssinn. In: Zukunft des Alterns und gesellschaftliche Entwicklung, Ed. Committee "Aging and Societal Development" of the Academy of Sciences and Technology in Berlin (responsible: P. B. Baltes, J. Mittelstraß). De Gruyter, Berlin (in press).

Talks and Presentations

Dittmann-Kohli, F.: Comments on gerontological education and the images of Man. Paper presented at the symposium "Education in Gerontology in the 90s," Nijmegen/Netherlands, May 1990.

Dittmann-Kohli, F.: Sources of meaning in old age: Introduction. IVth European Conference on Developmental Psychology, Stirling/Scotland, August 1990.

Dittmann-Kohli, F.: New perspectives in psychogerontology. Paper presented at the Gerontologisch Symposium '90, Amsterdam/Netherlands, November 1990.

Unpublished Manuscript

Dittmann-Kohli, F.: Lebenssinn und Selbstverständnis im Erwachsenenalter. Habilitationsschrift, Max Planck Institute for Human Development and Education, Berlin 1990.

Research Area 2: Cognitive and Intellectual Development During Adulthood

A second major research focus of the Center is on the study of cognitive and intellectual development from a life-span perspective. Two projects are currently active. Effort is being devoted to articulating (a) new methodologies for the identification of mechanisms and components of cognitive aging, such as testing-the-limits and expertise models, and (b) new theoretical conceptions of intelligence during adulthood and old age such as are associated with the study of adult pragmatics. In addition, a dissertation project on "Maintaining Excellence" which originated in a previous project on "Motivation and Peak Performance" (K. A. Ericsson) is being carried out.

The research program proceeds from the assumption that two key themes in adult cognitive development are (a) the continued elaboration of knowledge systems associated with contexts of adult life and (b) the dynamic between growth and decline as it appears in efforts to maintain efficacy despite age-related losses in cognitive reserve capacities. Furthermore, it is assumed that age changes can be clearly identified if studied at the limits of performance.

2.1 Project "Expertise and Cognitive Aging"[1]

In this project, which started in 1984, the primary focus has been on the testing of developmental reserve capacity in tasks indexing the mechanics of intelligence, i.e., those aspects of intelligence expected to show loss or decline with aging. We were also interested in examining how negative consequences of such capacity loss can be attenuated or compensated for by the development of task-specific knowledge. To these ends, intervention studies were conducted in which young and older adults were moved towards their asymptotic limits of maximum performance in select cognitive tasks. The expectations were (1) that performance distributions of young and old adults would overlap only marginally at limits of performance and (2) that older adults would exhibit substantial plasticity, increasing their performance beyond the average baseline level of young adults. The primary research paradigm was to train participants in a mnemonic technique known as the Method of Loci which enables serial recall of long lists of unrelated words. The main expectations of the project have been confirmed in a number of training studies (e.g., Baltes and Kliegl 1990; Kliegl, Smith, and Baltes 1990). Also the productive use of mental imagination for the generation of creative thought appears to be a critical, age-sensitive component (Thompson and Kliegl, in press). In the next year, while retaining the basic methodology of cognitive engineering and testing-the-limits and while completing a few follow-up studies, a shift towards formal modeling of cognitive processes in development will constitute a new research emphasis.

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[1] Scientific investigators: Paul B. Baltes, Reinhold Kliegl, Ralf Krampe (predoctoral fellow, 1988–), Ulman Lindenberger (associate research scientist, Academy of Sciences and Technology in Berlin), Ulrich Mayr (predoctoral fellow, 1988–), Jacqui Smith, Wu Zhiping (visiting scientist until April 1990).

In 1990, one research goal was to examine the predictability of training-related changes in mnemonic skill by pre-experimental cognitive abilities. Across two studies, mnemonic skill was predicted by memory, reasoning (only at initial stage of training), and cognitive speed (only at late stage of training) indicating a shift in relevance from flexible use of cognitive processes towards automatized execution. Although the predictability of mnemonic skill improved with training, the cognitive abilities examined did not account for the increasing differences between age groups at asymptotic levels of mnemonic skill. Thus, intervention-based actualization of developmental reserve capacity appears to tap novel age-related cognitive resources (Kliegl et al. 1990; Kliegl and Thompson 1990).

One dissertation has been completed and one is in the data collection phase. Lindenberger (1990) showed that professional expertise in graphic design can attenuate, but not eliminate age-related differences in mnemonic expertise. In an additional dissertation project, Mayr (1990) has designed a cognitive intervention program focusing on figural reasoning. The goal is to examine age-differential cognitive plasticity in relation to theoretically specified dimensions of task complexity. Finally, as part of a "Habilitation" (R. Kliegl), an integrative monograph about this project is in preparation.

In a cooperative study with the Chinese Academy of Sciences, a cross-cultural replication and extension of the central tenets of the present project are attempted. Aspects of extension concern (1) the inclusion of an adolescent group and (2) the examination of mnemonic skill transfer to figural material of varying degrees of meaningfulness bearing potential cultural significance. Data collection in Berlin was completed by the end of 1990.

Two pilot studies have been started to probe two theoretical extensions for empirical work in a successor project. In the first extension, the goal is to specify more precisely than in the past the cognitive processes involved in the construction of memorable mental images. In the second extension, the goal is to delineate task-specific and task-independent factors of age-differential cognitive plasticity. To this end, an experimental paradigm is being developed which allows the assessment and development of diverse cognitive processes in the same task format and under criterion-referenced testing conditions. These extensions were planned in the context of collaborative agreements with the Section for Psychology of the Humboldt University; the goal is to enhance coordination in the pursuit of cognitive and developmental issues central to the respective research programs.

The ongoing project also provides the context for the completion of a dissertation by R. Krampe. This dissertation project was developed under the auspices of a previous project "Expertise and Motivation" directed by K. A. Ericsson (now at the University of Colorado). The central goal of this project was to demonstrate that, contrary to frequent claims about talent, achieving extraordinary performance skills in any domain is primarily a function of extensive amounts of training and practice of specific skills for years or even decades (Ericsson, Tesch-Römer, and Krampe, in press). Following two earlier studies investigating the biographies and daily lives of violinists differing in age and skill level (Ericsson, Krampe, and Tesch-Römer 1990), the dissertation research is concerned with the acquisition and maintenance of complex cognition motor skills in outstanding pianists and amateur musicians of different age groups.

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Lindenberger, U.: Aging, professional expertise, and cognitive plasticity. The sample case of imagery-based memory functioning in expert graphic designers. Studien und Berichte, Vol. 52, Max Planck Institute for Human Development and Education, Berlin (in press).

Thompson, L. A. and R. Kliegl: Adult age effects of plausibility on memory: The role of time constraints during encoding. Journal of Experimental Psychology: Memory, Learning and Cognition (in press).

Talks and Presentations

Baltes, P. B.: Combining real-time longitudinal studies with micro-genetic longitudinal studies: The case of cognitive aging. Presentation at the European Science Foundation Summer School Workshop on Longitudinal Research, Champfèr/Switzerland, August 1990.

Kliegl, R.: Triangulation of adult age differences in developmental reserve capacity. Poster presented at the Third Cognitive Aging Conference, Atlanta/GA, April 1990.

Kliegl, R.: Testing-the-limits of age-differential developmental reserve capacity in a mnemonic skill: The role of cognitive abilities. Presentation given at the Chinese Academy of Sciences, Beijing/China, September 1990.

Kliegl, R. and P. B. Baltes: Gedächtnis für Gedankenbilder: Zum Nachweis eines irreversiblen Altersverlustes durch Testing-the-Limits. Presentation given at the symposium "100 Jahre Zeitschrift für Psychologie," Berlin, July 1990.

Krampe, R. T., C. Tesch-Römer and K. A. Ericsson: Biographien und Alltag von Spitzenmusikern. Presentation given at the annual conference of the "Arbeitskreis für musikpädagogische Forschung," Würzburg, October 1990.

Lindenberger, U.: Gedächtnistraining im Alter – Ergebnisse und Perspektiven. Paper presented at the International Symposium on Memory Training of the Gottlieb Duttweiler Foundation, Rüschlikon/Switzerland, September 1990.

Unpublished Papers

Baltes, P. B. and R. Kliegl: Negative age differences in cognitive plasticity of a memory skill during adulthood: Further testing of limits. Max Planck Institute for Human Development and Education, Berlin 1990 (manuscript submitted for publication).

Ericsson, K. A., R. T. Krampe and C. Tesch-Römer: The role of practice in the acquisition of expert performance: An analysis of amount and distribution of practice in three groups of expert violinists. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Krampe, R. T.: Maintaining excellence: Cognitive motor performance in pianists differing in age and skill-level. Max Planck Institute for Human Development and Education, Berlin 1990 (dissertation proposal).

Lindenberger, U., R. Kliegl and P. B. Baltes: The experiential modulation of age-related decline in imagery-based memory performance: The sample case of expert graphic designers. Max Planck Institute for Human Development and Education, Berlin 1990 (manuscript submitted for publication).

Mayr, U.: Cognitive plasticity in figural reasoning: The effect of age and various aspects of task complexity. Max Planck Institute for Human Development and Education, Berlin 1990 (dissertation proposal).

Doctoral Thesis

Lindenberger, U.: Aging, professional expertise, and cognitive plasticity in the domain of imagery-based memory performance. Free University of Berlin and Max Planck Institute for Human Development and Education, Berlin 1990 (doctoral dissertation).

Other Publications not Related to the Project

Chapman, M. and U. Lindenberger: Transitivity judgments, memory for premises, and models of children's reasoning. Developmental Review (in press).

Dittmann-Kohli, F., M. E. Lachman, R. Kliegl and P. B. Baltes: Effects of cognitive training and testing on intellectual efficacy beliefs in elderly adults. Journal of Gerontology: Psychological Sciences (in press).

Ericsson, K. A., C. Tesch-Römer and R. T. Krampe: The role of practice and motivation in the acquisition of expert level performance in real life: An empirical evaluation of a theoretical framework. In: Encouraging the development of exceptional abilities and talents, Ed. M. J. A. Howe. The British Psychological Society, Leicester 1990, 109–130.

2.2 Project "Wisdom and Life-Span Cognition"[1]

This project investigates those aspects of cognitive performance and knowledge systems which show potential for development in middle and later adulthood. Wisdom is viewed as one prototype of intellectual growth in adulthood. A research framework has been proposed in which wisdom is conceived as expert knowledge about the fundamental pragmatics of life. Five criteria for wisdom have been specified: rich factual knowledge about life matters, rich procedural knowledge about life matters, life-span contextualism, relativism of values and life goals, and the recognition and management of uncertainty (Baltes and Smith 1990). The project has focused both on the examination of subjective theories about wisdom (e.g., knowledge attributes, characteristics of wise persons) and on the development of a method for accessing and evaluating knowledge in the domain, fundamental life pragmatics. To date, wisdom-related knowledge has been investigated using two tasks, one dealing with life planning and the other with life review. Think-aloud protocols representing discourse about life-planning and life-review scenarios have been collected from various groups of individuals (selected for such criteria as age and professional specialization) and have been scored on the five wisdom criteria by trained raters (e.g., Smith and Baltes 1990; Smith, Staudinger, and Baltes 1990; Staudinger 1989; Staudinger, Smith, and Baltes 1990). These studies confirmed that knowledge about fundamental life pragmatics is a domain where, in principle, older adults can show performance equal to (and in some cases better than) younger adults. As expected, however, few instances of "wise responses" were revealed in the protocols.

The search for a larger sample of wise responses represented the main focus of our research program in 1990. In this context, we have completed interviews with individuals from public life in Berlin who had been nominated (by a selected group of journalists) as being wise. As controls, we have also interviewed other individuals living in Berlin nominated for their life experience. The interviews consist of two parts: (1) the standardized collection of think-aloud responses to two wisdom-related tasks (life-planning problem and a problem associated with existential knowledge) and (2) a semi-structured interview dealing with personal conceptions of wisdom and aspects of life experience. The examination of existential knowledge and wisdom using a scenario describing so-called "Grenzsituationen" (i.e., a situation of life and death) represents one new focus in the project (A. Maercker). The analysis of individuals' reflections about critical experiences in their own lives which they consider to be important for the acquisition of wisdom-related knowledge represents a second new focus (Y. Schütze). In this context, we are also beginning to investigate various factors (e.g., personality, cognitive, life experience) which might be associated with the ontogenesis of wisdom, and to delve into possible connections between knowledge about the role of emotions in human existence and wisdom (A. Maciel).

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[1] Scientific investigators: Paul B. Baltes, Jacqui Smith, Yvonne Schütze, Ursula M. Staudinger (associated research scientist, Academy of Sciences and Technology in Berlin), Anna Maciel (postdoctoral fellow, 1990–), Andreas Maercker (postdoctoral fellow, 1989–).

Key Reference

Smith, J., R. A. Dixon and P. B. Baltes: Expertise in life planning: A new research approach to investigating aspects of wisdom. In: Adult development: Comparisons and applications of developmental models, Vol. 1, Eds. M. L. Commons, J. D. Sinnott, F. A. Richards, C. Armon. Praeger, New York 1989, 307–331.

Publications

Baltes, P. B.: Weisheit als Expertenwissen: Lebenswissen und Altersintelligenz. In: Information ist noch kein Wissen, Eds. H. Scheidgen, P. Strittmatter, W. H. Tack. Beltz (Psychologie heute-Taschenbuch), Weinheim 1990, 169–186.

Baltes, P. B. and J. Smith: The psychology of wisdom and its ontogenesis. In: Wisdom: Its nature, origins, and development, Ed. R. J. Sternberg. Cambridge University Press, New York 1990, 87–120.

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Maercker, A. and U. M. Staudinger: Weisheit aus psychologischer Sicht: Ein Expertenwissen in grundlegenden Lebensfragen. Spektrum der Wissenschaft (in press).

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Smith, J. and P. B. Baltes: A study of wisdom-related knowledge: Age/cohort differences in responses to life planning problems. Developmental Psychology 26, 494–505 (1990).

Staudinger, U. M.: Lebensrückblick: Ein Weg zur Weisheit? Psychologie Heute 17, 60-64 (1990).

Staudinger, U. M.: Altersintelligenz, Lebenserfahrung und Weisheit. In: Psychische Gesundheit und Hirnfunktion im Alter, Eds. H. Häfner, M. Hennerici. Fischer, Frankfurt a.M. (in press).

Presentations

Baltes, P. B.: The aging mind and the study of wisdom. Presidential symposium contribution given at the Annual Meeting of the Gerontological Society of America, Boston/MA, November 1990.

Baltes, P. B.: The psychological study of wisdom. Presentation to the Committee on Successful Aging of the MacArthur Foundation, Boston/MA, September 1990.

Baltes, P. B. and J. Smith: The many faces of the aging mind. Invited lecture presented at the Third Cognitive Aging Conference, Atlanta/GA, March 1990.

Smith, J.: Weisheit und Altersintelligenz. Paper presented at the Forum Davos Conference "The Older Generation in Today's Society," Davos/Switzerland, September 1990.

Staudinger, U. M.: Altersintelligenz, Lebenserfahrung und Weisheit. Paper presented at the conference "Psychische Gesundheit und Hirnfunktion im Alter," Baden-Baden, June 1990.

Staudinger, U. M. and J. Smith: Wissen in grundlegenden Fragen des Lebens: Gibt es Experten? Paper presented at the symposium "Zur Psychologie des professionellen Wissens und Könnens – Befunde zur Expertise in verschiedenen Berufsfeldern" at the 37th Convention of the German Psychological Society, Kiel, September 1990.

Unpublished Papers

Maciel, A. G., U. M. Staudinger, J. Smith and P. B. Baltes: Are there links between personality and wisdom-related knowledge? Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Smith, J., U. M. Staudinger and P. B. Baltes: Sources of wisdom: Age, professional specialization, and performance on a life-planning task. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Staudinger, U. M., J. Smith and P. B. Baltes: Wisdom-related knowledge in a life-review task: Age differences and the role of professional specialization in clinical psychology. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Research Area 3: The Berlin Aging Study (BASE): Psychology Research Unit[1]

The year 1989 saw the introduction of a new multidisciplinary research focus involving cooperation with another center of the Institute (Sociology) and the Free University of Berlin. Under the auspices of the committee "Aging and Societal Development" of the Academy of Sciences and Technology in Berlin, which is co-chaired by Paul B. Baltes and Karl Ulrich Mayer, a project team involving about 30 scientists and 4 research units was established with the goal of conducting an empirical, multidisciplinary study of old and very old people living in Berlin. Two of the four research units, namely, psychology and sociology, are located at the Max Planck Institute for Human Development and Education.

This so-called Berlin Aging Study (BASE) has three distinguishing features: (1) It is multidisciplinary (internal medicine and geriatrics, psychology, psychiatry, and sociology) in focus, (2) It involves a representative sample of West Berlin, and (3) It focuses on the old and very old (70-100 years). The various discipline-specific research units participating in BASE are linked by a common interest in four theoretical orientations (differential aging, continuity versus discontinuity, capacity and functioning reserves, aging as a systemic phenomenon) and three prototypical questions (the prediction of age differences as a function of life history, the level and range of age differences, and the search for cross-discipline explanations for patterns of differences).

The psychology research unit attached to BASE pursues these questions within three areas of functioning: (1) intelligence and cognition, (2) self and personality, and (3) social relationships. Two pilot studies were undertaken during the period June 1989 to April 1990 in cooperation with the multidisciplinary project team. A central goal of these studies involved evaluating the feasibility of the planned intensive data collection with individuals aged 70 years and older. Extensive independent pilot work was also carried out within the three areas of psychological functioning in the first half of 1990. The specific goals of this independent pilot work related to assessing the reliability, adequacy, and structure of the psychological measures selected for inclusion in the main study. Data collection in the main study commenced in May 1990.

For intelligence and cognition, the central questions that were addressed in the pilot study concerned (1) the practicability and acceptance of computerized assessment by means of touch-sensitive monitors, (2) the validity of the computerized battery with respect to traditional models of intelligence structure based on paper and pencil tests, and (3) the optimization and shortening of the assessment, namely, the specification of cut-off criteria to minimize failure experiences for participants. The results proved to be very satisfactory with respect to all three questions. A confirmatory factor analysis specifying fluid and crystallized intelligence, processing speed, and memory as first-order factors provided an acceptable fit to the data.

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[1] Scientific investigators: Paul B. Baltes, Jacqui Smith, Reinhold Kliegl, Yvonne Schütze, Ursula M. Staudinger and Ulman Lindenberger (associated research scientists, Academy of Sciences and Technology in Berlin), Alexandra Freund (predoctoral fellow, 1990), Ulrich Mayr (predoctoral fellow, 1988-), Mirjam Wensauer (predoctoral fellow until September 1990).

In the area of self and personality, particular attention has been paid to developing a set of measures which, on the one hand, are suitable for use with elderly adults and, on the other hand, provide sufficient data on a range of self-related constructs. The focus of pilot work in this respect has been, e.g., to examine the extent to which elderly adults were able to use scales as an answer format and to select test items and tasks relevant to the life contexts of older adults. Our goal was to assess an individual's self and personality profile using a mixture of standardized and open-ended measures. Since many standardized measures involve a large number of items and hence a lengthy test time, the pilot work carried out in 1990 also involved comparing the reliability of reduced and modified versions against complete tests. The final battery provides an overall profile of personality disposition (neuroticism, extroversion, openness), self-conceptions (e.g., current self, possible selves, subjective age), affect (feelings of well-being, emotional balance) as well as motives, aspirations, and action strategies (e.g., goals, hopes, fears, self-agency beliefs, and ways of coping).

Data concerning social relationships of older adults are collected via a Social Network Questionnaire developed during 1989/90. This questionnaire allows for detailed descriptions of (1) the size and structure of an individual's personal network together with recent changes in the network (e.g., losses, impact of historical events), (2) perceived instrumental and emotional support, given and received (both in the present and in the past), and (3) the joys, hassles, and sorrows associated with family relations and friendships. The pilot work carried out in 1990 indicated that the information gained from the questionnaire will provide the necessary background for considering questions related to differences in the functioning of support networks (e.g., comparisons of networks composed primarily of family vs. friends vs. paid members). Of particular interest will be an examination of the relationship between social/support network types, perceived exchange reciprocity, perceived well-being, and life satisfaction in old age.

Publications

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Bengtson, V. L. and Y. Schütze: Altern und Generationenbeziehungen. Aussichten für das kommende Jahrhundert. In: Zukunft des Alterns und gesellschaftliche Entwicklung, Ed. Committee "Aging and Societal Development" of the Academy of Sciences and Technology in Berlin (responsible: P. B. Baltes, J. Mittelstraß). De Gruyter, Berlin (in press).

Staudinger, U. M. and F. Dittmann-Kohli: Lebenserfahrung und Lebenssinn. In: Zukunft des Alterns und gesellschaftliche Entwicklung, Ed. Committee "Aging and Societal Development" of the Academy of Sciences and Technology in Berlin (responsible: P. B. Baltes, J. Mittelstraß). De Gruyter, Berlin (in press).

Grant Proposal of the Committee on "Aging and Societal Development." Academy of Sciences and Technology in Berlin (submitted to the Federal Ministry for Science and Technology), March 1989.

Interim Report about the First Phase of the Committee on "Aging and Societal Development." Academy of Sciences and Technology in Berlin (submitted to the Federal Ministry for Science and Technology), July 1990.

Presentations

Smith, J.: Overview of the Psychology Section of the Berlin Aging Study (BASE). Paper presented at the Meeting of the MacArthur Foundation Network on Successful Aging, Stockholm/Sweden, June 1990.

Smith J. and U. M. Staudinger: Wohlbefinden im Alter: Psychologische Dimensionen einer "protektiven Illusion"? Paper presented at the 37th Convention of the German Psychological Association, Kiel, September 1990.

Smith, J., U. M. Staudinger and A. Freund: Subjektives Wohlbefinden im Alter: Eine "protektive Illusion"? Paper presented at the XVIIIth Annual Meeting of the German Gerontological Society, Lübeck, September 1990.

Other Publications not Related to the Project

Mittag, W., H. Liebig, A. Freund and R. Schwarzer: Selbstaufmerksamkeit und belastende Lebensereignisse: Eine Längsschnittstudie zur Rückfälligkeit von Alkoholikern. Zeitschrift für Klinische Psychologie (in press).

Research Area 4: Theory, Method, and History of Developmental Psychology and its Neighboring Disciplines[1]

A third major area of concentration in the Center deals with general questions of theory, method, and history of developmental psychology. Our efforts in this area attempt to identify commonalities and differences between developmental psychology and other developmental disciplines in the biological and social sciences. Research scientists interested in this emphasis include, to a varying degree, most of the Center faculty. This research area also serves as a vehicle by which individual scientists can link their theoretical and empirical findings to general trends in the field of human development and make explicit how their work contributes to advances in more general aspects of psychology and human development. Other examples of efforts by the Center faculty to make contributions to theoretical and historical topics include historical reviews of noted developmentalists (such as J. N. Tetens) or research into the visibility and networks of scholarly journals.

The organization of international conferences on innovative topics or areas of special interest to the Institute and Center faculty is another regular activity of the Center aimed at placing its work into national and international contexts. In these conferences, various themes of human development are addressed from theoretical, methodological, and historical viewpoints. Occasionally, these conferences are organized jointly with visiting scientists from abroad. During recent years, three such conferences have taken place. They are a conference on Family Systems and Life-Span Development, organized by Kurt Kreppner and Richard Lerner, which took place in late 1986 (the results of this conference were published by Erlbaum in 1989), a conference on Beliefs About the Life Span: Developmental Change and Behavioral Consequences, organized by Ellen Skinner and Jutta Heckhausen, which occurred in late 1987, and a 1988 conference on The Study of Expertise: Prospects and Limits. (Results of this conference are now being published in a book by Cambridge University Press entitled, Toward a general theory of expertise: Prospects and limits.) Finally, in 1988, a conference, sponsored primarily by the European Science Foundation, was organized by Paul B. Baltes at the Max Planck Ringberg Conference Center. The proceedings were edited by Paul B. Baltes and Margret M. Baltes and published as Successful aging: Perspectives from the behavioral sciences (Cambridge University Press 1990).

Publications

Baltes, P. B.: Entwicklungspsychologie der Lebensspanne: Theoretische Leitsätze. Psychologische Rundschau 41, 1-24 (1990).

Baltes, P. B. and M. M. Baltes: Psychological perspectives on successful aging: The model of selective optimization with compensation. In: Successful aging: Perspectives from the behavioral sciences, Eds. P. B. Baltes, M. M. Baltes. Cambridge University Press, New York 1990, 1-33.

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[1] Scientific investigator: Paul B. Baltes.

Baltes, P. B. and M. M. Baltes (Eds.): Successful aging: Perspectives from the behavioral sciences. Cambridge University Press, New York 1990, 400 pp.

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Ericsson, K. A. and J. Smith (Eds.): Toward a general theory of expertise: Prospects and limits. Cambridge University Press, New York (in press).

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Müller-Brettel, M.: Lücken in der Psychologiegeschichtsschreibung: Das Beispiel J. N. Tetens. Eine Zitatanalyse. Psychologie und Geschichte 2, 90–95 (1990).

Müller-Brettel, M. and R. A. Dixon: Johann Nicolas Tetens: A forgotten father of developmental psychology? International Journal of Behavioral Development 13, 215–230 (1990).

Presentation

Baltes, P. B.: A psychological model of successful aging. Keynote lecture given at the Annual Meeting of the Canadian Association of Gerontology, Vancouver/British Columbia, October 1990.

V. CENTER FOR SCHOOL SYSTEMS AND INSTRUCTION

Introductory Overview

A. Focal Points of Research

The Center for School Systems and Instruction conducts research on school systems and instruction from the perspectives of the empirical social sciences. One of the Center's main research objectives is the study of the factors that condition formal education. Its work does not, however, include direct treatment of specific issues of curriculum development and instructional technology aiming at providing practical help to teachers and school administrators. The perspective of our research is analytical rather than prescriptive. This, of course, does not preclude practical and political relevance of research topics or results. On the contrary, considerations of relevance are important in guiding the research planning of the Center.

Research in the Center concentrates on three central questions. These are:

- How are existing educational systems developing, at present and in the long term, and what are the constraints on their development posed by their social setting?
- What is the institutional framework of educational processes, at the level of individual institutions and at the level of more general regulatory processes in the educational system, and what influence can be attributed to this institutional framework in its various aspects?
- What aspects and factors are of critical importance in educational processes themselves?

As is appropriate for its area of investigation, research in the Center has an interdisciplinary orientation. In the project teams, sociologists, psychologists, legal scholars, and historians cooperate with educational scientists. The Center for School Systems and Instruction differs from the other centers of the Institute in that educational scientists are strongly represented in it and, correspondingly, its research is frequently related to problems of educational theory.

B. Theoretical Orientations

Research in the Center for School Systems and Instruction does not employ a single conceptual framework which would provide a common theoretical orientation for all projects. Rather, the various currents of the Center's research are organized along the lines of complementary theoretical perspectives which guide research in the three areas listed above. Thus, macrosociological theoretical perspectives provide the framework for some of the analyses of the evolution of educational systems which aim at answering the question of the relative importance of economic, demographic, cultural, and political factors potentially influencing the quantitative expansion and institutional elaboration of educational systems. Investigation of this issue is increasingly focused on the more precise question:

Do these determining factors of a macrosocial setting directly influence education and its development, or do they influence it more indirectly, their effects being reinforced, or blocked, by factors immanent in the educational system itself?

This question also provides the link to the second current of research, which is directed toward analyzing processes of administrative guidance and regulation in education. In this research, perspectives based on educational theory are combined with research questions and theoretical approaches stemming from the sociology of organizations. If the focus of research is on decision-making and regulatory processes at different levels of the educational system, research will more likely be guided by theoretical models from jurisprudence, research on bureaucracy and administrations, and related traditions of sociology. If, on the other hand, research is focused on organizational and institutional matters at the level of the individual institution, it is the theory of the school and certain traditions in the sociology of education and organizational theory that are more relevant. A theoretical framework encompassing both of these is provided by Max Weber's thesis that all processes of social exchange, including educational processes, are characterized in the long term by increasing rationalization and bureaucratization.

Psychology and curriculum theory provide guiding perspectives for the third area of research: individual learning processes. More specifically, theories of information processing and theories about learning in interpersonal interactions seem to be of particular relevance at the present time.

The available human and financial resources do not permit a balance of research activities in the three areas described above. Nevertheless, the combination provides possibilities, rarely found in research institutions, for gaining new knowledge.

Each of these focal points offers particular opportunities for cooperation with other research centers of the Institute that study the functioning of the educational system at the macrosocial level, or that investigate individual developmental and learning processes. This cooperation is expressed most clearly in the projects that cut across the research areas of the different centers.

C. Completed and Current Research Projects

Several research projects at the Center, besides addressing specific topics, were undertaken for the preparation of the status report on the educational system in the Federal Republic of Germany (Bildungsbericht) published in a revised edition in 1990. This applies to the two surveys on higher education (1984 and 1988, complemented by sets of data on research productivity and citation analyses on material collected between 1985 and 1989), the case study on the development of elementary schooling during the last decade, the study on value orientations and value education, and the project on problems with schooling of foreign children. Only the latter two studies will be continued in 1991-92. Results of the 1984 survey among university staff on attitudes toward salient issues of higher education policy plus a ranking of university departments according to their quality in research and teaching have been published in a number of articles concentrated on problems of competition in higher education, institutional frame factors that influence research productivity and prestige, and the validity of rankings of university departments by university faculty. The survey among university staff in education lead to a number of publications on institutional frame factors related to research productivity of university departments of education, on modes of communication in educational science and its subdisciplines. A chapter on the development and state of "Bildungsforschung" (mainly empirical research in education) in German universities was prepared for a report to the Federal Ministry of Education delivered in cooperation with the DIPF (Deutsches Institut für Internationale Pädagogische Forschung) in Frankfurt a.M. The decision to terminate projects does not preclude the possibility of using the data for new research topics.

Cooperation with colleagues in the former German Democratic Republic has been initiated by a number of researchers at the Center. Beyond the exchange of information not available until recently, these contacts serve the preparation of joint research ventures.

The two series of colloquia organized by the Center were continued in 1990: Arbeitskreis Berliner Bildungshistoriker (history of education), organized by A. Leschinsky, and Berliner Forum Schulrecht (legal problems of education), organized by H.-P. Füssel.

Colloquia of the Arbeitskreis Berliner Bildungshistoriker (Organization: A. Leschinsky)

08.02.1990: Vergleich deutscher und französischer Bildungskonzeptionen in der Spätaufklärung (B. Nieser, Berlin).

03.05.1990: Die Schule vom Kaiserreich zur Weimarer Republik (G. Kluchert, Berlin).

28.06.1990: Verfolgt, verdrängt und (fast) vergessen. Der Reformpädagoge Fritz Karsen (G. Radde, Berlin); Wissenschaftsorientierung und Bildungspolitik bei Fritz Karsen (U. Henning, Berlin).

Colloquia of the Berliner Forum Schulrecht (Organization: H.-P. Füssel)

23. Forum - 26./27.04.1990: Reform der Schulverfassung. Wieviel Freiheit braucht die Schule? Wieviel Freiheit verträgt die Schule? (V. Abend, Berlin; G. Becker, Berlin; I. Fägerlind, Stockholm; D. Glowka, Münster; S. Jenkner, Hannover; H.-J. König, Berlin; H.-J. Krzyweck, Berlin; J.-M. Leclerq, Paris; A. Leschinsky, Berlin; T. Malan, Paris).

24. Forum - 22.06.1990: Art. 7 des GG (J. P. Vogel, Berlin; F. Köller, Wiesbaden).

25. Forum - 12.10.1990: Die Zukunft der Grundschule und Art. 7 Abs. 5 GG (J. P. Vogel, Berlin; H.-P. Füssel, Bremen).

26. Forum - 07.12.1990: Das Schulwesen im Einigungsvertrag (K.-H. Hage, Berlin); Schulrechtliche Fragen, die sich aus der Zusammenführung beider Teile Berlins ergeben (H.-J. Krzyweck, Berlin).

Research Area 1: Development of Educational Systems

1.1 Project "Status Report on Education in the Federal Republic of Germany"[1]

Over the past three decades, the educational system in the Federal Republic has been subject to important changes: There were the ups and downs of pronounced demographic trends, a constantly rising demand for more and better education, immigration of families with different cultural traditions, and, throughout the educational system, structural changes as well as curriculum reforms responding to the challenges arising from modernization processes in German society. The research project is designed to give a comprehensive and analytical account of these developments and their outcomes. The intention is to revise and reanalyse major trends in education from time to time, with a view toward updating the report, and to discuss the state of education in the light of new insights and developments. Work began at the end of the seventies, when education no longer was of high priority in the political debate and a need for critical assessment of recent developments in education was felt. It resulted in a first publication in 1979.

Since the beginning of project work, several publications have come out, among others an English language status report on education in the Federal Republic of Germany in 1983 and a Japanese version in 1987. In 1990, a new and completely revised version of the original study "Das Bildungswesen in der Bundesrepublik Deutschland" was published, as well as a French translation.

In order to allow a concise description in the form of a "status report" on the development of trends in education in the Federal Republic, some of the analytical foci had to be treated in a summary fashion. Among these topics was "Value Change and Value Education," which will be treated comprehensively in a separate book.

In 1990 work proceeded in each of the three fields outlined below.

The analysis of value change and education consists of three parts:[2] First, the concept of "rational individualism" suggested as a characteristic feature of modern society by the classical theorists of sociology (Durkheim, Schumpeter, and Weber) is explicated. An analytical reference scheme is provided in order to help avoid certain dramatizations and exaggerations typical of parts of the debate about value change in the Federal Republic in recent years.

In the second part, long-range changes in value orientations and political attitudes of the German population will be presented in an exemplary way on the basis of reanalyses of a number of opinion surveys. Our main perspective is not the description of the value changes as such, but rather the elucidation of their systematic links to the level of educational qualification of individuals in a general social setting of educational expansion. In that sense, the presentation goes beyond the description of empirical changes in values and political orientations by addressing the structural effects of education and schooling.

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[1] Scientific investigators: Jürgen Baumert, Diether Hopf, Helmut Köhler, Beate Krais, Lothar Krappmann, Achim Leschinsky, Jens Naumann, Peter Martin Roeder, Luitgard Trommer.

[2] Principal investigator: Achim Leschinsky, with the participation of Jürgen Baumert and Jens Naumann.

The third part, finally, addresses the question of what role today's educational system plays and should play in the dissemination and institutionalization of values, given its own substantive orientations. Apparently, schooling functions as a motor of social detraditionalization, while at the same time it is held responsible for helping develop basic normative commitments. This implies the presentation and discussion of theoretically and/or practically influential concepts of value education. A look back at the changing role of religious instruction in the schools of the Federal Republic since the end of the Second World War allows fruitful insights for a critical discussion of the relative importance of overall social organization, on the one hand, and formal instruction for the process of generating value commitments, on the other.

The main emphasis and top priority of the project during most of 1990 was the preparation of a publication with the provisional title "Education – Structure and Trends." In format and style it is inspired by the US Department of Education's "Condition of Education," i.e., it presents graphs of statistical indicators and institutional structures combined with short, concise texts grouped under a number of headings referring to educational institutions/subsystems and education-related social processes.

In content and theoretical orientation it differs somewhat from both the American model and our earlier status reports up to the 1990 version, while at the same time maintaining a subset of similar and comparable institution-oriented units of graphs and texts.

It is similar to earlier reports in that it characterizes the development and current status of the main types of schools at the different levels of the educational system in Germany (with due regard to the former German Democratic Republic), including issues of governance, administration, financing, and curriculum structures.

In contrast to earlier reports, the new publication will include a more extensive treatment of certain issues from a wider and systematic social science perspective, thereby necessarily implying more international comparisons in an analytical effort to account for the basically transnational character of many trends and controversies in the politico-economic and in the cultural-ideological spheres of life. Thus, attention is drawn to manifest and latent issues of integration (inter alia, in the field of educational policy and finance) on the world and the regional European level, which is slowly beginning to embrace Eastern Europe. In our view, the battle of political forces striving for new institutions at the world and regional levels, together with national/domestic struggles for "new" or "newly accentuated" paradigms (ecology, feminism, multiculturalism, etc.) should systematically be considered the counterpart on the "social level" to the ongoing process of "individualization" (Elias). In a similar medium to long-term perspective, Parsons has suggested that the tremendous educational expansion of the recent decades is an "educational revolution" (structurally similar in importance to earlier political and industrial revolutions). Similarly, Inglehart has characterized the current decades as a period of transition from "elite-directed" to "elite-directing" politics as the consequence of an increasing value change towards "postmaterialism." It is in this wider social science perspective that the expansion of education, educational "outcomes" at the individual and social levels, and educational correlates of transformations in the economic, social, and cultural spheres should be situated.

The target group for the publication is the professional community of social scientists interested in education.

Publications

Arbeitsgruppe Bildungsbericht am Max-Planck-Institut für Bildungsforschung: Das Bildungswesen in der Bundesrepublik Deutschland. Ein Überblick für Eltern, Lehrer, Schüler. 3rd, revised, and enlarged edition. Rowohlt, Reinbek 1990, 462 pp.

Traditions et transformations. Le système d'éducation en République fédérale d'Allemagne, Ed. Max-Planck-Institut für Bildungsforschung. Economica, Paris (in press).

Baumert, J.: Längerfristige Wirkungen des Schulunterrichts unter institutioneller Perspektive. Unterrichtswissenschaft 18, 1, 5-9 (1990).

Baumert, J.: Das allgemeinbildende Schulwesen der Bundesrepublik Deutschland. In: Pädagogik. Handbuch für Studium und Praxis, Ed. L. Roth. Ehrenwirth, München (in press).

Baumert, J., J. Naumann and P. M. Roeder: Reputation - A hard-currency medium of interchange: A structural equation approach. Scientometrics 19, 5-6, 397-408 (1990).

Krais, B. and J. Naumann: Higher education in the Federal Republic of Germany. In: International encyclopedia of comparative higher education, Ed. P. G. Altbach. Garland, New York (in press).

Leschinsky, A.: Das Prinzip der Individualisierung. Zur Dialektik der Auseinandersetzungen um die Konfessionsschule nach 1945. Recht der Jugend und des Bildungswesens 38, 1, 3-23 (1990).

Leschinsky, A. and K. U. Mayer: Comprehensive schools and inequality of opportunity in the Federal Republic of Germany. In: The comprehensive school experiment revisited: Evidence from Western Europe, Eds. A. Leschinsky, K. U. Mayer. Peter Lang, Frankfurt a.M. 1990, 13-37.

Roeder, P. M.: Erziehungswissenschaften - Kommunikation in einer ausdifferenzierten Sozialwissenschaft. Zeitschrift für Pädagogik 36, 5, 651-670 (1990).

Roeder, P. M.: Gymnasiale Oberstufe und Hochschulzugang. Pädagogik 42, 12, 48-53 (1990).

Presentations

Leschinsky, A.: Schultheorie und Schulverfassung. Paper presented at the joint colloquium of the Senatsverwaltung für Schulwesen, Berufsausbildung und Sport, Berlin, and the Max Planck Institute for Human Development and Education, Berlin, "Reform der Schulverfassung. Wieviel Freiheit braucht die Schule? Wieviel Freiheit verträgt die Schule?", April 1990.

Roeder, P. M.: Erziehungswissenschaften. Kommunikation in einer ausdifferenzierten Sozialwissenschaft. Opening lecture at the 12th Congress of the Deutsche Gesellschaft für Erziehungswissenschaft, Bielefeld, March 1990.

Roeder, P. M.: Erziehungswissenschaft und Bildungspolitik. Beitrag zur Podiumsdiskussion eines Symposiums der Universität Bochum, Bochum, June 1990.

Other Publications

Füssel, H.-P. and A. Leschinsky (Eds.): Reform der Schulverfassung. Wieviel Freiheit braucht die Schule? Wieviel Freiheit verträgt die Schule? Materialien aus der Bildungsforschung, No. 40, Max Planck Institute for Human Development and Education, Berlin (in press).

Henning, U. and A. Leschinsky: "Widerstand im Detail." Eduard Sprangers Rücktrittsaktion vom Frühsommer 1933 im Spiegel bürgerlicher Presseberichte. Zeitschrift für Pädagogik 36, 4, 551-572 (1990).

Hüfner, K. and J. Naumann: Are the moral and value foundations of multilateralism changing? International Political Science Review 11: Global Policy Studies, Eds. S. S. Nagel, M. Soroos, 323-334 (1990).

Leschinsky, A.: Internationale Bildungspolitik. Zur Einführung in den Thementeil. Zeitschrift für Pädagogik 36, 2, 159-162 (1990).

Leschinsky, A.: Perspektiven für die Sekundarstufe I. Pädagogik 42, 9, 47-52 (1990).

Leschinsky, A.: Preface. In: The comprehensive school experiment revisited: Evidence from Western Europe, Eds. A. Leschinsky, K. U. Mayer. Peter Lang, Frankfurt a.M. 1990, 9-12.

Leschinsky, A.: Entwicklungen und Besonderheiten im Bildungssystem der Bundesrepublik. In: Pädagogische Positionen. Orientierungshilfen für Lehrer aller Schulstufen, Eds. J. Petersen, G.-B. Reinert. Auer, Donauwörth (in press).

Leschinsky, A. and K. U. Mayer (Eds.): The comprehensive school experiment revisited: Evidence from Western Europe. Peter Lang, Frankfurt a.M. 1990.

Naumann, J.: Stimmungshoch und Kenntnisbaisse. Ergebnisse einer internationalen UNO-Umfrage. Vereinte Nationen (in press).

Naumann, J.: Von 'quantitativer' zu 'qualitativer' Bildungsplanung in der Entwicklungszusammenarbeit? Zeitschrift für Pädagogik 36, 2, 163-179 (1990).

Roeder, P. M.: Bildungspolitik auf dem Prüfstand. Zur Einführung in die Serie. Pädagogik 42, 7-8, 68-69 (1990).

Roeder, P. M.: Lehrerkooperation und Schulqualität. Beobachtungen an Hauptschulen. In: Was ist eine gute Schule?, Ed. K. J. Tillmann. Bergmann und Helbig, Hamburg 1989, 63-76.

1.2 Project "Institutionalization of Educational Research in the Federal Republic of Germany"[1]

As part of the "Status Report on Education" (Bildungsbericht), an investigation into differences in institutional productivity and reputation among West German institutions of higher learning was conducted. In 1988, as a follow-up to this study, we began a project to investigate the institutionalization process in education as an example of a young social science under conditions of rapid quantitative development. This investigation is coordinated with a historical study of initial institutionalization of the science of education in Germany, which is being carried out at the University of Frankfurt a.M. (Keiner, Schriewer, and Tenorth), and with a research project at the University of Freiburg (Eigler and Macke) pursuing the thematic and methodological development of doctoral dissertations in education which have been presented since 1945.

In 1990, this project was extended and complemented with an empirical study covering the institutional, thematic, and methodological development of research in the field of education as a whole during the last ten years, irrespective of the disciplinary affiliations of the researchers conducting the individual projects. This study is being conducted in cooperation with the Deutsches Institut für Internationale Pädagogische Forschung (Mitter, Steinert, and Weishaupt). Financial support is provided by the Bundesministerium für Bildung und Wissenschaft (Federal Ministry for Education and Science).

Berlin Study on the State of Education as a Science

This subproject is investigating the development of education as a science in the Federal Republic since the sixties and is analyzing the current conditions of research in education at institutions of higher education in the Federal Republic. Theoretical interest is directed toward the development of the discipline as an institutionalized scientific community to be clearly distinguished from neighboring disciplines, and the identification of conditions of highly efficient research institutes. The empirical basis of the study consists of four data complexes, which, when combined, permit analyses on an individual and institutional level. The database covers faculty and research personnel in education at the end of the eighties. The academic careers of the professors are reconstructed up to the time of their first academic appointment at the professorial level. In order to establish objective criteria for research activity and publication and citation practices of the discipline, indicators for aspects of the scientific activity and the scientific success of university teachers were determined. For the period 1980–85, we collected information on all professors regarding the published monographs and books edited, articles in 49 professional journals, the number of projects funded by the German Research Foundation (DFG), and the number of doctoral dissertations completed under their supervision. Cocitation patterns in 13 selected journals of central importance were analyzed for the period 1986/87.

The core of the study is formed by a survey of college faculty asking them about the conditions of their research and teaching activities. The questionnaire included items on the structure of activities and working conditions, research activities and publication practices, as well as professional views and attitudes toward educational policy. This investigation replicates parts of the university teacher survey "Zur Lage der Forschung an deutschen Universitäten" ("On the state of research at German universities") carried out by the Institut für Demoskopie Allensbach in the winter semester of 1976/77, repeated with a smaller sample in 1983/84.

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[1] Scientific investigators: Jürgen Baumert and Peter Martin Roeder.

The fourth complex is made up of institutional data at the university level. Special information provided by the Federal Statistical Office made available subject and department-specific figures for the number of students, duration of studies, and for the frequency of examinations and Ph.D.s.

Institutional, Thematic, and Methodological Development of Empirical Research in the Field of Education in the Federal Republic of Germany

This study extends the perspective to all institutions concerned with educational research in- and outside the universities, but limits the detailed analysis to empirical research in the last ten years. A 1990 survey of all institutions devoted to educational research located outside of the university, for the first time made basic data about institutions and systematic figures about focal points of research in this field available. These data form the basis of a vademecum for educational research. The central point in this joint project is the systematic secondary analysis of the database of FORIS (Social Sciences Research Information System). This documentation system gathers detailed information about ongoing research projects from all important social science research and service institutions on a yearly basis. In the field of educational research, the work of approximately 9,000 research projects since 1978 is documented. It proved possible, for the first time, to process this data is such a way as to make it accessible for statistical evaluation.

Findings

The analyses show that the rapid expansion of education as a science is to be understood as a secondary process of institutionalization. At the end of the eighties, education appeared to be a highly differentiated discipline, which did not distinguish itself from neighboring human and social science disciplines in its patterns of communication and productivity. International comparisons suggest that a particular special development is involved here.

Despite accelerated growth, the basic structure of social reproduction in the field changed only slightly. Education is a multidisciplinary community, the core of which consists of experienced former teachers and teacher trainers. The professional community is, as a rule, the primary scientific reference group even for those university teachers who were recruited from neighboring disciplines. Nevertheless, as publication and citation analyses show, the openness of the discipline to neighboring disciplines is considerable. The applied perspective in research activity is an element which integrates academic educational science above and apart from the various disciplines of origin.

Institutional variability in educational science is extremely large. This is true for features of technical equipment, productivity, and chances for recognition by the professional public. Analyses with structural equation models show that, first and foremost, the faculty recruitment policy and a certain distance from praxis-oriented research are responsible for the success of research institutions.

Analyses of empirical research projects in the last ten years show a disturbing reduction in the intensity of research, caused to no small extent by reduction and reallocation of research funds in favor of state service institutions. In the eighties, the number of annual new starts of empirical research studies fell continuously. At the same time, shifts in methodological and thematic concerns lead to a more than proportional reduction in research projects which are institutionally important and from which generalizations could be drawn.

Publications

Alisch, L.-M., J. Baumert and K. Beck (Eds.): Professionswissen und Professionalisierung. Braunschweiger Studien zur Erziehungs- und Sozialarbeitswissenschaft, Vol. 28. Technische Universität Braunschweig 1990, 388 pp.

Baumert, J. and P. M. Roeder: Expansion und Wandel der Pädagogik. Zur Institutionalisierung einer Referenzdisziplin. In: Professionswissen und Professionalisierung. Braunschweiger Studien zur Erziehungs- und Sozialarbeitswissenschaft, Vol. 28, Eds. L.-M. Alisch, J. Baumert, K. Beck. Technische Universität Braunschweig 1990, 79–128.

Baumert, J. and P. M. Roeder: Forschungsproduktivität und ihre institutionellen Bedingungen – Alltag erziehungswissenschaftlicher Forschung. Zeitschrift für Pädagogik 36, 1, 73–97 (1990).

Baumert, J. and P. M. Roeder: Zur personellen Situation in der Erziehungswissenschaft an den Wissenschaftlichen Hochschulen der Bundesrepublik Deutschland. Erziehungswissenschaft, Mitteilungsblatt der Deutschen Gesellschaft für Erziehungswissenschaft 1, 1, 7–43 (1990).

Roeder, P. M., J. Baumert and K. Tasche: Bedingungen der Forschungsproduktivität in den Erziehungswissenschaften. In: Modernisierungsstrategie für die Universität. Ökonomische Theorie der Hochschule, Vol. 4, Ed. J. Schramm. Peter Lang, Frankfurt a.M. 1990, 155–192.

Tasche, K.: Erziehungswissenschaft – Eine heterogene Disziplin? Zur These der prägenden Wirkung der Herkunftsdisziplin bei Hochschullehrern des Fachs Pädagogik. Empirische Pädagogik (in press).

Weishaupt, H., B. Steinert, J. Baumert, W. Mitter and P. M. Roeder: Bildungsforschung in der Bundesrepublik Deutschland, Ed. Bundesministerium für Bildung und Wissenschaft. Series "Studien zu Bildung und Wissenschaft" (in press).

Presentation

Baumert, J.: Zur Situation der Erziehungswissenschaft. Contribution to the Congress of the Deutsche Gesellschaft für Erziehungswissenschaft (DGfE). Bielefeld, March 1990.

1.3 Project "Development of Achievement and Interests in Single-Sex and Coeducational Schools"[1]

Even at preschool age, clear differences in interest structures between girls and boys can be demonstrated. These differences become more pronounced during the time at school. Achievement in school corresponds to these differing interests. In general, girls can be shown to be better in languages and boys in mathematics and the natural sciences. The first and second mathematics studies of the IEA (International Association for the Evaluation of Academic Achievement) show, however, considerable variation in the achievement differences between boys and girls across different countries. Recently, a type of sociopsychological argumentation which attempts to show that girls are at a disadvantage in coeducational instruction has been gaining ground. The interaction structures which develop between pupils and between pupils and teachers supposedly put girls at a disadvantage.

Convincing empirical evidence is, however, hard to obtain, since separation of the sexes in schools is rare these days, and the choice of a school is bound up with a self-selective process which seems, as a rule, to lead to a positive selection of students at single-sex schools. The higher the degree of control for relevant covariates, the less the form of school organization seems to play a role, becoming practically and even statistically irrelevant. The research problem arising from this situation can, in the strict sense, only be solved with random assignment to the organizational forms.

Between 1965 and 1975, most of the Gymnasia in the Federal Republic of Germany were reorganized for coeducation. During this reform process, in the period 1968/69, the Max Planck Institute for Human Development and Education carried out a longitudinal study on the determinants of the development of school achievement and interest in the school subjects German, English, and mathematics. The large sample of approximately 12,000 pupils gives a true picture of the state of the school reform. As a result of local and regional differences in the introduction of coeducation, there existed both a quasi-random assignment to schools with different organizational forms (i.e., parents had no choice between separate and coeducation in some localities) and an assignment to schools with one or the other organizational form on the basis of parental decision.

Through a combination of the school achievement study with data from the local school statistics, it is possible to realize a design which allows a multivariate analysis of the effects of coeducation versus separation of the sexes under the conditions of quasi-random assignment and parental choice.

The secondary analysis led to the following results:

- Where a choice of organizational forms is available, single-sex schools attract pupils who are superior in both intellectual ability and achievement. This is the case for both boys' and girls' schools.
- Regardless of organizational form, girls show greater interest and higher achievement in English and German, boys in mathematics. The differences in interests are practically significant.

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[1] Scientific investigators: Jürgen Baumert and Peter Martin Roeder.

- Coeducation leads to a splaying effect in interest development. With the change of the frame of social reference, sex-specific differences in interests increase considerably under conditions of coeducation.
- Under conditions of coeducation, the boys seem to set the achievement norms. This has the effect that the level of achievement in languages sinks and the level of mathematics for boys and girls rises. The effect of organizational form is small in the area of achievement in comparison to interest.
- Controlling for achievement at the first measurement point, a generally positive development of achievement is to be noted for girls during the course of the one-year period of investigation. As a result, the scissors effect in languages is emphasized, while the differences in achievement in mathematics decrease slightly. As far as the development of achievement is concerned, boys profit from coeducation.

1.4 Project "Primary School"[1]

This project sets out to comprehensively analyze the situation in the primary level of the Federal Republic's school system, to identify important changes in that system which occurred during a period of ten years, and lastly, to call attention to administrative and educational, instructional and extracurricular strengths and weaknesses of the primary level (cf. Hopf, Krappmann, and Scheerer 1980). Twelve primary schools in the federal states of Lower Saxony, Baden-Württemberg, North Rhine-Westphalia, and Berlin were selected so as to present the great variety of working conditions for teachers and pupils. These schools were visited for the first time in 1977/78, a second time in 1982/83, and a third time in 1987/88.

In our first report we indicated that: (1) organizational problems have arisen in the primary schools due to the considerable decrease in the number of pupils; (2) opportunities to give instruction a more internally differentiated and individualized form have only rarely been taken advantage of; (3) further, the reciprocal connections between the social life of the pupils and their learning processes have received little attention in the schools.

From November 1982 until March 1983, we repeated these intensive case studies. We again observed instruction during more than 100 class hours, held extensive discussions with pupils, teachers, principals, school administration officials, and experts working in relevant fields, and collected all of the accessible data on the schools and on the conditions under which they function. It turned out that in the years between the first and the second data collection period, considerations about how instruction might be made more varied, and how social preconditions for learning processes in the primary school might be improved, had been implemented to a greater extent than previously. However, the opportunity offered by decreasing demographical pressure to fundamentally change teaching and learning processes in the classroom and to intensify the further training of teachers had not been utilized. The reassignment of teachers who had become redundant in the shrinking schools was carried out chiefly in ways that were advantageous from the administrative point of view, and only secondarily in ways beneficial to the quality of instruction.

From fall 1987 until spring 1988, the third and last phase of the project was conducted. Again, changes in the conditions under which the schools were working could be observed. We noticed an increased flexibility with which headmasters, teachers, and school administrators were able to fulfill their duties, and a broad range of variation between them in the way they took advantage of the possibilities. Furthermore, a tendency for a considerable number of teachers to opt for part-time positions, thus producing additional management problems for small schools, could be observed. We also more often noticed flexible teaching methods and an increase in the number of teachers who had started to set up an "integrated day" in their classroom. Children of foreign workers, "problem children" in the last decade, in many cases had become successful students.

The basically qualitative method of our 12 case studies paves the way to reconstruct the interdependency of many of the factors relevant in the different aspects of school life; and only longitudinal research makes it possible to identify changes in these factors. The first version of a comprehensive book, which will be the major result of the project, is almost finished.

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[1] Scientific investigators: Diether Hopf, Lothar Krappmann, Hansjörg Scheerer (Universität Münster, first two phases of the project).

Major Publication from Preceding Years

Hopf, D., L. Krappmann and H. Scheerer: Aktuelle Probleme der Grundschule. In: Bildung in der Bundesrepublik Deutschland, Vol. 2, Ed. Max-Planck-Institut für Bildungsforschung, Projektgruppe Bildungsbericht. Klett-Cotta, Rowohlt, Stuttgart, Reinbek 1980, 1113-1176.

1.5 Project "Conceptions of Education and Educational Politics During the Weimar Republic"[1]

This project investigates the development of the German educational system during the Weimar Republic. The period was characterized by far-reaching plans for educational reform and intense public debate about this subject. Those deliberations were broad-based, including the organization of schools; school administration and superintendence; the methods of instruction and curricula; teacher training; and the role of teachers, parents, and students. The debates about education in the Weimar era were to a large degree forerunners of educational debates in the 1960s and 1970s. At the same time, they reflected specific social problems and ideologies of the time, e.g., the attempt to create a "Volksgemeinschaft" (ethnic community) through schooling. Thus, the study can contribute to a better understanding of the problems of educational reform in general, while, in addition, giving insight into the social, political, and intellectual situation in Germany during an important period of its history.

The study uses as its point of reference the development of the German educational system in the late 19th and early 20th centuries. Against this background, the conceptions of education that were developed in this period are analyzed. The social and political forces as well as national traditions that influenced these conceptions are examined. Following this, the study undertakes to show, by considering some of the most important decisions on educational policy in the Weimar era, which of the conceptions prevailed, or else what compromises were made. Further, the economic, political, and administrative framework of these decisions is described.

The source material for this study consists of: the contemporary literature on educational theory and politics; proceedings and reports of congresses of political parties and professional associations; parliamentary proceedings; legal codes and commentaries; official memoranda and course guidelines.

The study will produce a two-part monograph. The first part, which reports on education in Imperial Germany, is now complete; the second part on the Weimar period is in the final stages of preparation.

Unpublished Paper

Kluchert, G.: Die Sezession im Bürgertum. Kulturkritik und Reformpädagogik. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

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[1] Scientific investigators: Hellmut Becker and Gerhard Kluchert.

1.6 Project "The European Dimension in Education"[1]

What changes are to be expected as a result of Germany's increasing integration into the European Community? What are the consequences of this development for the German educational system, especially the laws governing it?

To answer these questions, information concerning the overall European community level, the situation in other member states and in the Federal Republic itself is systematically collected. Primarily, the educational systems of other EC members are analyzed, with respect to their "compatibility" and their openness for transnational mobility. How far has the legal and de facto recognition of educational qualifications progressed? To what degree are students (and teachers) prepared by their "native systems" to continue or further their education in other countries? In addition, impulses and initiatives stemming from the EC level are analyzed with regard to their impact on the development of member state educational systems. Along the same lines, facts which might impede the mobility of students and teachers of member states are taken into account. The inquiry aims especially at pinpointing legal reforms that might prove necessary and even require constitutional measures.

Beyond this central issue, specific legal problems in education are addressed, e.g., parents' participation in school bodies, administrative barriers for mobility of teachers with different qualifications between states in the Federal Republic, constitutional questions of educational law. The author is cooperating with the "Projektgruppe Bildungsbericht."

Publications

Fuchs, J.: Bildung im Angesicht der europäischen Integration. schul-management 21, 4, 13-16 (1990).

Fuchs, J.: Bildung ohne Grenzen. Deutsches Verwaltungsblatt 105, 5, 245-246 (1990).

Fuchs, J.: Bildungssysteme in Europa. schul-management 21, 4, 25-30 (1990).

Fuchs, J.: Elternmitwirkung und Wahlrecht. schul-management 21, 2, 11-13 (1990).

Fuchs, J.: "Europa nach 1992" - Bericht vom bildungspolitischen Symposium des Verbandes Bildung und Erziehung. Neue Zeitschrift für Verwaltungsrecht 9, 1, 44-45 (1990).

Fuchs, J.: Lehrer in Europa. Jahresheft IX des Friedrich Verlags: Europa (in press).

Fuchs, J.: Rechtliche Grundlagen und Vewaltungspraxis bei der Einstellung von Lehrerinnen und Lehrern mit unterschiedlichen Abschlüssen bzw. mit Abschlüssen aus unterschiedlichen Bundesländern. In: Integrierte Lehrerausbildung bleibt aktuell - Materialien zur deutsch-deutschen Reformdiskussion, Ed. Zentrum für Pädagogische Berufspraxis. Oldenburg 1990 (in press).

Fuchs, J., J. Baumert and A. Leschinsky: Der institutionelle Rahmen des Bildungswesens. In: Das Bildungswesen in der Bundesrepublik Deutschland. Ein Überblick für Eltern, Lehrer, Schüler. Arbeitsgruppe Bildungsbericht am Max-Planck-Institut für Bildungsforschung. 3rd, revised, and enlarged edition. Rowohlt, Reinbek 1990, 49-93.

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[1] Scientific investigator: Jochen Fuchs.

Fuchs, J. and J. Naumann: Europäische und globale Dimensionen der Kultur- und Bildungspolitik. In: Das Bildungswesen in der Bundesrepublik Deutschland. Ein Überblick für Eltern, Lehrer, Schüler. Arbeitsgruppe Bildungsbericht am Max-Planck-Institut für Bildungsforschung. 3rd, revised, and enlarged edition. Rowohlt, Reinbek 1990, 94–114.

Presentations

Fuchs, J.: Zu Reformüberlegungen bezüglich der Juristenausbildung. Paper presented at the 58. Deutscher Juristentag, Abteilung Juristenausbildung. München, September 18–21, 1990.

Fuchs, J.: Geschichte politischer Repräsentation in Costa Rica in der ersten Hälfte des 19. Jahrhunderts. Paper presented at the colloquium "Politische Organisation und Repräsentation in Amerika," organized by the Institut für Politische Wissenschaft of the Ruprecht-Karls-Universität Heidelberg, November 16–17, 1990.

Fuchs, J.: Rechtliche Grundlagen regionaler Schulentwicklung in ausgewählten Bundesländern. Paper presented at the Deutscher Lehrertag 1990. Bad Dürkheim, November 20, 1990.

Other Publications

Fuchs, J.: Costa Rica: Von der Conquista bis zur "Revolution." Schelzky & Jeep, Berlin (in press).

Fuchs, J. and P. I. Schlagenhauf: Grundgesetz und Vereinigung – Zur Bedeutung und zum Verhältnis von Art. 23 und Art. 146 GG. Die Friedens-Warte – Blätter für internationale Verständigung und zwischenstaatliche Organisation 68, 1–2, 22–52 (1988, 1990).

Unpublished Papers

Fuchs, J.: Bildungssysteme in der EG und die Probleme der Mobilität. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Fuchs, J.: Plädoyer für eine Verfassung. Kritische Vierteljahresschrift für Gesetzgebung und Rechtswissenschaft (submitted for publication).

Research Area 2: The Institutional Organization of Educational Processes

2.1 Project "Employment of Teaching and Learning Aids in German Classrooms"[1]

The primary purpose of this research project is a descriptive one, namely, to obtain an overview of the various instructional media normally available in schools and actually used by teachers in the Federal Republic of Germany. The types of teaching and learning aids which are employed as well as the frequency and the ways in which they are used depend on a variety of factors. For instance, teachers' decisions may depend on age, ability, and motivation of their students, on the aims and contents of the curricula, as well as on administrative regulations. Furthermore, teachers take into consideration: classroom discipline, spatial demands, organizational requirements, agreements with their colleagues, or the time spent on preparation. Thus, it can be expected that an overview of media use will yield rather detailed knowledge of the spectrum of everyday teaching and learning procedures. Specific knowledge of instruction in German primary and secondary schools on a survey basis is currently not available: analyses of didactic concepts and curricula do not adequately show the reality of classroom practice, while more intensive and refined classroom research is limited to a small number of classrooms. Moreover, it does not lead to an understanding of how instruction is influenced by political decisions and administrative processes.

Teachers are not autonomous in their planning, but are largely confined to the equipment provided in their schools, i.e., they are restricted by prior decisions made by the teaching staff, by local government, and by bureaucratic regulations regarding the financing of media equipment and their allocation to students, as well as by political decisions permitting specific instructional aids, such as textbooks, to be used in schools. Furthermore, there are many institutional and organizational conditions influencing teachers' instructional strategies, e.g., school type, organization of teaching and learning, subject matter, curriculum, teacher training, and so on. Since many teachers work under the same conditions, they will act similarly. Thus, it is hoped that the frequencies and the ways of using media in classrooms will give insights into the effectiveness of political and administrative controls on public schooling.

The political conditions on media use are investigated chiefly on the basis of political communications to school authorities and interviews with experts. The other questions will be answered on the basis of a mail survey which was carried out in primary schools and in all the various forms of comprehensive and noncomprehensive secondary schools. This survey was confined to four federal states: Baden-Württemberg, Berlin, Hesse, and North Rhine-Westphalia and to teachers of two age groups and three subjects in each group: German as a native language, mathematics, and either general studies in primary schools or English as the first foreign language in secondary schools. In 1988, a random sample of 2,000 schools was taken (disproportionately stratified by state and school type), and the school principals as well as 5,500 teachers from these schools were interviewed. Eighty percent of the schools participated in the survey. Considerable evidence shows that the final samples are representative for the schools and teachers from all the school types in the four selected federal states. Moreover, it is safe to assume that the data gathered provide valid information on media use and on teaching and learning processes in German classrooms.

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[1] Scientific investigators: Volker Hofmann (part-time) and Gundel Schümer.

Preliminary analyses show that the schools, across school types and states, have a great variety of media at their disposal and that many teachers actually make use of them. Yet, conventional media are still of the highest importance, as compared to new technical media and self-made instructional aids. In the subjects selected, the various audio-visual devices have hardly any significance, especially language laboratories are only used by a small minority of teachers. Computer-aided instruction is not at all popular, neither in the third nor in the seventh grade. Textbooks are of as vital interest for teachers as ever, although photocopies of printed or self-made materials are used to an enormous extent by teachers of all subjects, age groups, and school types. Obviously, these media are mainly used because they create motivation and maintain discipline in the classroom. Our preliminary analyes also confirm that it is possible to use surveys as a tool for research on instructional processes and their institutional conditions.

During the last year, the following tasks were continued or accomplished:

- coding, storage, and recoding of answers to open questions addressed to school principals and to teachers from secondary schools;
- analyses of data concerning size, organization, and equipment of schools with personnel, accommodations, and instructional media; evaluation of differences between schools (of each school type) from different federal states;
- analyses of characteristics of teachers (e.g., age, sex, education, experience, professional tasks besides teaching, job satisfaction) and their classes (i.e., size, number of migrants, achievement, behavior); evaluation of differences between teachers as well as classes (of each school type) from different federal states;
- analyses of classroom characteristics in primary schools, in particular the use of photocopies by teachers of different subjects and from different federal states.

Publications

Hofmann, V. and G. Schümer: Daten zur Lernumwelt von Grundschülern. Materialien aus der Bildungsforschung, Max Planck Institute for Human Development and Education, Berlin (in preparation).

Schümer, G.: Medieneinsatz im Unterricht. Bericht über Ziel, Anlage und Durchführung einer Umfrage in allgemeinbildenden Schulen. Materialien aus der Bildungforschung, No. 39, Max Planck Institute for Human Development and Education, Berlin (in press).

Unpublished Paper

Schümer, G.: Hauptschulen in vier Bundesländern. Organisation, Größe und Ausstattung mit Personal, Räumen und Sachmitteln. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Presentations

Schümer, G.: Medieneinsatz im Grundschulunterricht. Paper presented at the symposium on the occasion of the 40th anniversary of the Berliner Grundschule, organized by the Arbeitskreis Grundschule e.V. together with the Senatsverwaltung für Schule, Berufsbildung und Sport, Berlin, September 1990.

Schümer, G.: Die Lernumwelt von Schülern in der Grundschule. Paper presented at the autumn meeting of the Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF) together with the Onderzoeksthemagroep Onderwijsleerprocessen (OTG) and the Fachgruppe für Pädagogische Psychologie (FPP), Berlin, October 1-3, 1990.

Schümer, G.: Gemeinsamkeiten und Unterschiede zwischen Lehrerinnen und Lehrern an allgemeinbildenden Schulen. Paper presented at the symposium "Chancengleichheit von Mädchen und Jungen, Frauen und Männern im Bildungswesen der BRD und der ehemaligen DDR," organized by the Institut für Allgemeine und Vergleichende Erziehungswissenschaft der Freien Universität Berlin, Berlin, December 1990.

2.2 Project "Coping with Individual Differences in Learning Predispositions"[1]

The questions of how educational systems cope with individual differences, which, at the same time, they help to produce, and of how teachers react to the heterogeneous learning predispositions they encounter in their classrooms have been addressed in a number of smaller empirical studies over the past few years. Only the two most recently conducted are mentioned here. The first one is a study of the effects of advanced placement on later achievement. More specifically, achievement of students recruited from six-year elementary schools into the seventh grade of the Gymnasium is compared to that of students who already entered the Gymnasium after four years of elementary schooling. The study is focused on the mechanisms that at least partly explain the large differences in level of achievement between these two groups. On the basis of a survey among seventh-grade teachers in the Gymnasium, it can be shown that teachers of students from six-year elementary schools have considerably lower academic expectations and that they adjust their seventh-grade curriculum to these expectations (Roeder and Sang 1990).

A second, mainly qualitative, study explores problems of within-class grouping by ability.[2] It is based on semi-standardized classroom observations and semi-standardized interviews with teachers conducted within the framework of a case study of five Berlin comprehensive schools. Classroom observations confirm a finding of preceding studies, namely, that grouping is a rare practice within German secondary schools. It is practiced somewhat more frequently only in science classes with students experimenting in groups and in technical education when students cooperate in the woodwork and metal shops or in the kitchen. It is evident from the interviews that achievement is rarely used as a criterion in forming groups.

Many of the teachers interviewed are highly conscious of having to orient their teaching by the choice of a steering group close to the mean of the within-class distribution of achievement and that they fail to do justice to both extremes. This is especially true for subjects taught without formal ability grouping across classes, like, e.g., social studies. Many teachers feel they should practice some form of within-class grouping by achievement, but at the same time they offer strong reasons for not doing so. Most prominent is the expectation that this would increase the work load for preparing classes by a factor of 4 to 10. Other reasons given refer to learning predispositions of low-achieving students: They need the teacher's continuous guidance and empathy; they are unable to independently gather information from written instruction; and they pose problems of discipline.

Classroom observations confirm teachers' descriptions of control problems they encounter especially in their social studies classes: Student participation is low, severe problems of discipline are more frequently observed than in other subjects. This seems to enforce teaching strategies that allow for some degree of individualization of instruction and at the same time help the teacher control student activities, the most prominent among them being individual seatwork on identical tasks stated on a work sheet. Students' complaints show that this is not experienced as a motivating learning situation. Thus, a vicious circle seems to be reinforced (Roeder 1990).

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[1] Scientific investigators: Peter Martin Roeder and Fritz Sang.

[2] Scientific investigator: Peter Martin Roeder.

Unpublished Papers

Roeder, P. M.: The management of individual differences in the classroom. The case of within-class grouping by achievement. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Roeder, P. M. and F. Sang: On coping with individual differences in the classroom. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

2.3 Project "Professional Socialization in the Biographical Accounts of Retired Teachers in Berlin"[1]

Information on professional socialization of 18 retired teachers (12 women and 6 men) were collected, analyzed, and compared with results of studies of beginning teachers who started teaching in the eighties. The project concentrates on differences between teachers in their professional styles, on professional qualification gained through experience in everyday life, and on connections between pedagogical theories and practice.

The professional biography of the teachers who started teaching after the Second World War is analyzed as a confrontation with the social crises of the time. Bruno Schonig is working on this part of the project. These biographies frequently involve:

- hunger and death of friends and relatives during the First World War;
- unemployment or occupation in jobs other than teaching or as substitute teachers after the war;
- political restrictions and loss of colleagues, pupils, and friends under the National Socialist government;
- military service, teaching, or taking care of children in rural areas, often in camps in the last years of the Second World War;
- reconstruction of schools after the war, often first in East Germany and again after moving to West Germany because of political repression, involvement in the introduction of newly recruited colleagues, in-teacher education, and in-service training;
- conflicts and cooperation with the new generation of teachers in the sixties and seventies.

In the second part of the project (Christa Händle) the life histories of this generation of teachers are analyzed systematically with respect to the question of how differences of professional competence developed. The main areas are:

- heterogeneity of teachers in their self-presentation and in their description of colleagues,
- qualification for teaching in formal training and in everyday life,
- pedagogical orientation and pedagogical work.

Drafts of these parts have been written and are now being integrated. The introduction to the study and portraits of the teachers will be finished in the next months.

To broaden the range of persons and sources of this generation of teachers, diaries, published biographies, and video interviews were analyzed.

German political unification gave Christa Händle the opportunity to engage in discussions on reform of teacher education in the former German Democratic Republic. Earlier research and publications and a lecture before the Commission for Teacher Education of the Congress of the German Society for Education (DGfE) resulted in requests for further lectures in East Germany and articles comparing the different traditions of teacher education and their implications. Cooperation developed with the research group on teacher education at the Pedagogical Academy (ApW) in East Berlin and the newly founded

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[1] Scientific investigators: Christa Händle and Bruno Schonig (Technische Universität Berlin).

Commission for Teacher Education in the German Society for Pedagogy (DGfP). In order to study teacher education and socialization and ongoing changes in East Germany, there were visits to institutions for teacher training and schools in different regions of the former German Democratic Republic.

Publications

Händle, C.: Bildungserfahrungen in einem Mädchengymnasium Ende der 50er Jahre. In: Was eine Frau umtreibt, Eds. A. Schlüter et al. Centaurus, Pfaffenweiler 1990, 111-123.
Händle, C.: Kriegspädagogik bei einem Reformpädagogen? Fritz Wilde, der Junglehrer. Pädagogisches Museum. Mitteilungen und Materialien 33, 34-61 (1990).
Händle, C.: Unterschiedliche Offenheit von Unterricht als Bedingung von kritischen Situationen. Gruppendynamik. Zeitschrift für angewandte Sozialpsychologie 21, 165-178 (1990).
Händle, C.: Angleichung der Lehrerausbildung in der deutsch-deutschen Integration. Hochschulausbildung (in press).
Händle, C.: Heterogenität unter Lehrern und Lehrerinnen und die Differenzierung von Lernkulturen. In: Entwicklung und Perspektiven der Lehrerausbildung, Eds. M. Bayer et al. Rowohlt, Reinbek (in press).
Händle, C.: Soziale Handlungskompetenzen von Lehrerinnen. Unterschiede (in press).
Händle, C. and W. Nitsch: Integrierte Lehrerausbildung bleibt aktuell. Materialien und Dokumente zur deutsch-deutschen Reformdiskussion. Zentrum für pädagogische Berufspraxis, Oldenburg 1990, 298 pp.
Händle, C. and W. Nitsch: Lehrerbildung im kollegialen Netzwerk. Die deutsche Schule 3, 306-313 (1990).
Händle, C. and W. Nitsch: Lehrerbildung in der deutschen und europäischen Integration. Pädagogische Forschung 31, 85-100 (1990).
Händle, C. and W. Nitsch: Neues Ausbildungsmodell für alle. Erziehung und Wissenschaft 10, 24-26 (1990).
Händle, C. and W. Nitsch: Voneinander lernen in der Lehrerausbildung. Pädagogik und Schule in Ost und West (in press).
Schonig, B.: Geschichten zur Geschichte der Reformpädagogik. In: Zur Reformpädagogik in der Sowjetunion und in Deutschland, Ed. D. Schirmer. Evangelische Akademie, Berlin (in press).

Unpublished Papers

Schonig, B.: Kindheit im Alter (unpublished manuscript).
Schonig, B.: Pädagogik und Politik 'vom Kinde aus' (unpublished manuscript).

Presentations

Händle, C.: Lebens- und Berufsgeschichten pensionierter Berliner Lehrer und Lehrerinnen. Paper presented at the workshop "Geschichte von unten." Hofgeismar, February 1990.

Händle, C.: Qualifikation und Selektion in der zweiten Ausbildungsphase für Lehrämter. Paper presented at the annual meeting of the Arbeitsgruppe Hochschulsozialisation in the Sektion Bildung und Erziehung of the Deutsche Gesellschaft für Soziologie, Hofgeismar, February 1990.

Händle, C.: Lernkulturen in der Lehrerausbildung. Paper presented at the Kommission Lehrerausbildung at the congress of the Deutsche Gesellschaft für Erziehungswissenschaft, Bielefeld, March 1990.

Händle, C.: Untersuchungsbefunde zur Lehrersozialisation und Lehrerausbildung in der BRD. Paper presented at a symposium at the Humboldt-Universität, Berlin, April 1990.

Händle, C.: Überlegungen zur Reform der Lehrerausbildung. Paper presented at a workshop of the Pädagogische Hochschule, Güstrow, May 1990.

Händle, C.: Notizen zur Lehrerinnenforschung. Paper presented at the 100th anniversary of the foundation of the Allgemeiner Deutscher Lehrerverein (ADL), Friedrichsroda, May 1990.

Händle, C.: "Geborene" Lehrerinnen und Lehrer? Paper presented at the "Pädagogische Woche," Oldenburg, October 1990.

Händle, C.: Probleme der zweiphasigen Lehrerausbildung in der BRD. Paper presented at the workshop "Perspektiven der Lehrerausbildung in der neuen Ländern der BRD," organized by the GEW-Hauptvorstand, Berlin, December 1990.

Händle, C.: Geschlechtsspezifische Auswirkungen der Organisation des Bildungswesens. Paper presented at the symposium "Chancengleichheit von Mädchen und Jungen, Frauen und Männern im Bildungswesen der BRD und der ehemaligen DDR," organized by the Institut für Allgemeine und Vergleichende Erziehungswissenschaft der Freien Universität Berlin, Berlin, December 1990.

2.4 Project "Right-Wing Radicalism and Authoritarianism. A Comparison Between Young People in East and West Germany"[1]

This study investigates the connection between authoritarianism and the political orientations of young people. During the last year, the design has been modified in two respects:

1. The theoretical analysis of the authoritarianism concept was extended. Based on a historical analysis of the concept, a new theoretical approach was developed. This new approach takes into consideration that "authoritarian" behavior, such as submission, obedience, and conformity can be induced by situational circumstances. The concept of an "authoritarian reaction" was introduced. It refers to the tendency to solve problems which cause insecurity and anxiety by relying on authority or social majorities. This reaction is conceived to be the basis of a socialization process which leads to a more or less authoritarian personality structure.
2. The design of the empirical study was extended as well. The previous design intended to investigate young people in West Berlin. Now a comparison with young people living in the former German Democratic Republic will be made. Based on the new theory, an instrument to measure authoritarianism has been developed. It focuses on questions of behavior. A second questionnaire investigates the life situation of young people after the political changes in East Germany, their expectations about the future, political orientations, and right-wing radicalism.

Last year, the theoretical analysis of authoritarianism was completed and is now being prepared for a monograph. The empirical study started by interviewing 16 to 20-year-old students from regular and vocational schools in different areas of the former German Democratic Republic. This part of the investigation is coordinated with the East Berlin Institut für Soziologie und Sozialpolitik which is conducting a study concerning the changed life situation of young people in East Germany.

Unpublished Papers

Oesterreich, D.: "Flucht in die Sicherheit." Zur Theorie des Autoritarismus und der autoritären Reaktion. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Oesterreich, D.: Zukunftserwartungen junger Menschen in der ehemaligen DDR. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

Oesterreich, D.: Methodische Überlegungen zur Erfassung von Autoritarismus. Max Planck Institute for Human Development and Education, Berlin 1990 (unpublished manuscript).

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[1] Scientific investigator: Detlef Oesterreich.

Major Publications from Preceding Years

Oesterreich, D.: Autoritarismus und Autonomie. Klett, Stuttgart 1974, 248 pp.

Oesterreich, D.: Authoritarianism: The end of a concept? The High School Journal. University of North Carolina 1985, 95-102.

Research Area 3: Instruction and Individual Learning Processes

3.1 Project "Foreign Children's School Problems"[1]

This project undertakes to analyze foreign children's problems in learning and achieving in German schools during the migration period and in the schools of their country of origin after returning home, aiming at identifying the major causes of success and failure (Hopf 1983). The study is directed primarily toward the instructional processes, but also considers the problems of social integration of the children as well as aspects of the institutional setting as defined by the school. Attention to factors external to the school is limited to the extent to which these factors contribute to the effectiveness of instruction in the school.

The project is divided into four parts which are directed at the four different "worlds" these children encounter in different school contexts: first, the German compulsory school; second, special arrangements for foreign students in Germany (such as mother-tongue teaching, national classes, or national schools); third, the regular school which the children attend after returning to their country of origin; and fourth, special school arrangements for students returning home. Nearly all foreign children have to survive in two or more of these school settings; a considerable number of them encounter all four of them during their school life. Greek children are studied as an example of all foreign workers' children in Germany; findings are checked for their validity for other nationals.

In the first part of this study, research focused on the relations between the social class of foreign workers and their children's relative enrollment in secondary schools and their scholastic achievement. This issue sheds light on the preconditions that have to be taken into account when interpreting the low scholastic achievement of foreign children in German schools and when attempting to predict future developments.

Results show that foreign workers coming to the Federal Republic of Germany are a positively selected group as compared to the average population of their country of origin, and that they are, moreover, characterized by marked expectations concerning their children's education. These expectations, it is true, could not be fulfilled by the "second generation" of immigrants during their first years in the Federal Republic. But for some years now, enrollment of these children in medium- and high-level secondary education (i.e., Realschulen and Gymnasien) has clearly been increasing, as would be expected from their social ranking at home rather than from their social position in Germany. Under positive frame conditions, the proportion of foreign children attending the German Gymnasium nowadays is as high as the proportion of German nationals.

In the second part of the project, the situation of the children of remigrant workers has been studied. Results show that these children encounter considerable difficulties in adapting to the schools in their country of origin. Not only is their scholastic performance below the general average; it is below the level which these children probably would have reached if their parents had not emigrated. Difficulties in their social reintegration, though, are less pronounced than expected.

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[1] Scientific investigators: Diether Hopf and Chryse Hatzichristou (research fellowship 1988 and 1990).

As for special arrangements which have been set up by the educational authorities in the country of origin, several models have been implemented. Concepts and realization of these models were described and evaluated in 1987/88. As a general result, it can be maintained that although one feasible program has been started, only about 1% of the children in need of special education is reached; the majority of the children of remigrant workers do not have the opportunity to benefit from special educational treatment which could help them to overcome their difficulties in school.

In the final part of the project, a study of special arrangements for foreign children in Germany is being conducted.

In addition to various papers on special topics, a comprehensive book covering the four parts of the project, and discussing the scientific, educational, and political implications of the findings, will be published after the final part has been concluded.

In 1990, I was elected referee of the German Research Foundation (DFG) in the special research area on consequences of labor migration for education.

Publication

Hopf, D.: Die Schule und die Ausländerkinder. In: Das Bildungswesen in der Bundesrepublik Deutschland. Ein Überblick für Eltern, Lehrer, Schüler. Arbeitsgruppe Bildungsbericht am Max-Planck-Institut für Bildungsforschung. 3rd, revised, and enlarged edition. Rowohlt, Reinbek 1990, 197–216.

Presentations

Hatzichistou, C. and D. Hopf: Integration of Greek remigrant students in the schools of their home country. Paper presented at the Ninth International Association of Applied Linguistics Conference, Halkidiki/Greece, April 15–21, 1990 (submitted for publication).

Hopf, D.: Dreißig Jahre griechisch-deutsche Migration und Remigration: Schulprobleme und soziale Integration der Migrantenkinder in der BRD und in Griechenland. Presentation and seminar held at the Goethe-Institut and the Aristotelian University in Thessaloniki/Greece, October 22–24, 1990.

Major Publications from Preceding Years

Hopf, D.: The children of aliens in West German schools: Situations and problems. In: Minorities: Community and identity, Ed. C. Fried. Springer, Berlin u.a. 1983, 133–157.

Hopf, D.: Unterricht in Klassen mit ausländischen Schülern. Ein Konzept zur Individualisierung und Differenzierung in multiethnisch zusammengesetzten Klassen. Beltz, Weinheim 1984, 137 pp.

Hopf, D.: Herkunft und Schulbesuch ausländischer Kinder. Eine Untersuchung am Beispiel griechischer Schüler. Studien und Berichte, Vol. 44, Max Planck Institute for Human Development and Education, Berlin 1987, 114 pp.

3.2 Project "Television in Childhood and Adolescence. Time-Series Analysis of Long-Range Developments"[1]

The goal of this study is to describe the dynamic characteristics of television viewing in adolescence in long-term developments by means of time-series analysis and to trace back these characteristics to social and psychological conditions.

Usually the family is the social context in which children and adolescents watch television most and develop their individual pattern of television viewing. These patterns change particularly during adolescence when interests and needs become more differentiated and the process of separation from parents takes place, to mention just two major aspects.

The data pool contains telemetric information dealing with individual viewing behavior (Nielsen-type people meter), which have been collected for the German television networks on a continuous basis since 1975. Measurements of high precision are taken to determine which television programs are being watched at what time and in which constellation – alone or with others. This kind of data provides an opportunity to perform detailed time-series analyses not only on the viewing of programs with a specific content, but also on relationships between viewing patterns of different family members.

Several theories for coviewing in the family (correspondence model, independence model, reverse model), which were based on the literature on cross-sectional data, were tested with longitudinal telemetric data. The restricted validity of these models could be demonstrated by showing, e.g., sex-specific, long-term trends of television viewing in adolescence.

Another main topic, in addition to the study of developments in the quantity of TV time, was selective viewing behavior. Selectivity is defined as the purposeful viewing of television programs in contrast to undifferentiated consumption of what is offered. With the study of selectivity, the qualitative aspect of television viewing is emphasized. In this way, the development of political interests over a three-year period in adolescence could be studied by constructing several indices of selectivity with respect to adolescents' viewing of news broadcastings.

To validate the telemetric data, two studies were conducted in 1990. Their focus was on attributes of family structure, communication patterns, and on personality characteristics. The extended data pool allows for differential predictions of viewing behavior for all family members. By connecting viewing data on a behavioral basis with structural and personality data of the same individuals, long-range developmental tendencies in the viewing behavior of the family members could be explained. For example, information about family rules for television viewing could be confronted with measures of actual viewing behavior. First analyses of these data are under way.

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[1] Scientific investigators: Fritz Sang, Bernhard Schmitz, Karl G. Tasche (predoctoral fellow).

Publications

Schmitz, B.: Ein Programm zur Aufteilung eines Verlaufs in Phasen. Software Kurier 3, 78–79 (1990).

Schmitz, B.: Univariate and multivariate time-series models: The analysis of intraindividual variability and intraindividual relationships. In: Statistical methods in longitudinal reseach, Vol. II: Time series and categorical longitudinal data, Ed. A. von Eye. Academic Press, New York 1990, 351–386.

Schmitz, B. and P. Stanat: Die Entwicklung des täglichen Fernsehverhaltens von Jugendlichen über einen Zeitraum von drei Jahren. In: Bericht über den 37. Kongreß der Deutschen Gesellschaft für Psychologie in Kiel 1990, Vol. 1, Ed. D. Frey. Hogrefe, Göttingen 1990, 668–669.

Schmitz, B., P. Stanat, K. Tasche and F. Sang: Validierung von Indikatoren aus Fernsehverhaltensdaten. In: Bericht über den 37. Kongreß der Deutschen Gesellschaft für Psychologie in Kiel 1990, Vol. 1, Ed. D. Frey. Hogrefe, Göttingen 1990, 795–796.

Presentations

Sang, F., B. Schmitz and K. Tasche: Gemeinsames Fernsehen in der Familie: Entwicklungstendenzen im Sehverhalten von Jugendlichen. Contribution to the autumn meeting of the Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF) together with the Onderzoeksthemagroep Onderwijsleerprocessen (OTG) and the Fachgruppe für Pädagogische Psychologie (FPP), Berlin, October 1–3, 1990.

Schmitz, B., F. Sang, K. Tasche and P. Stanat: Validierung von Indikatoren aus Fernsehverhaltensdaten. Contribution to the autumn meeting of the Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF) together with the Onderzoeksthemagroep Onderwijsleerprocessen (OTG) and the Fachgruppe für Pädagogische Psychologie (FPP), Berlin, October 1–3, 1990.

Tasche, K., F. Sang and B. Schmitz: Veränderungen in der Rezeption von TV-Nachrichtensendungen im November 1989. Contribution to the autumn meeting of the Arbeitsgruppe für Empirische Pädagogische Forschung (AEPF) together with the Onderzoeksthemagroep Onderwijsleerprocessen (OTG) and the Fachgruppe für Pädagogische Psychologie (FPP), Berlin, October 1–3, 1990.

VI. SERVICE UNITS

Introduction

The majority of the Institute's permanent, nonscientific staff are employed in the service units that support research activities. These specialized services assist or advise the researchers in various ways at all stages of research. They obtain literature or bibliographical or statistical background information, provide various forms of technical or clerical help, edit manuscripts, and typeset and print books. The administrative services supply an underlying structure for these activities. The following reports deal with three of the service units: the Library and Research Documentation, Social and Educational Statistics, and Computing Services.

1. Library and Research Documentation Unit[1]

The Library and Research Documentation Unit of the Institute received a new director in 1989 after several years of acting directorship of the head cataloging librarian. The annual rate of increased growth of the collection remains relatively steady with approximately 3,000 new monograph acquisitions per year, approx. 900 gift acquisitions, and 760 current periodicals (= approx. 800 bound volumes per annum). In addition, over 1,870 interlibrary loan requests were filled. In addition to the monthly publication of a subject-oriented, selective new acquisitions list, Informationen aus der Bildungsforschung, a "new acquisitions shelf" has been integrated to highlight the newest publications in the library.

A traveling book exhibition on the "Changing Landscape of American Higher Education" supported by the US Information Agency and the Amerikahaus in Berlin was hosted for three weeks in February in the Institute Library with a very positive response from Institute and non-Institute visitors. Additional book exhibitions were prepared by the library staff highlighting Prof. Goldschmidt's works in honor of his 75th birthday (November 1989), selected publications of the Institute researchers (Spring 1990), and the Max Planck Society Institutes as portrayed in their publications (Winter 1990). As an information service resulting from the political developments, a brief bibliographic overview of the German Democratic Republic's publications since 1980 in the library holdings was prepared and the books displayed.

Library Automation

In 1990 preparations have been started for the transition to on-line library automation using an IBM compatible network of PCs linked to the main collection databank held on the

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[1] Prepared by: Diann Rusch-Feja.

VAX cluster and administered under MS DOS. Beginning with the acquisition and cataloging departments, all ordering and cataloging procedures will go on-line in early 1991 using the library system ALLEGRO-C. A provisionary stand-alone circulation system within ALLEGRO in conjunction with an inventory of the entire collection will be integrated to provide availability status on all library holdings. Various other duties for processing interlibrary loan requests, journals, administration of the completed project documentation will be integrated into the system which in its final stage will consist of several publicly accessible on-line databases of the various library and archival holdings.

On-Line Information Service

Scientific on-line searches in external databases is one of the established services provided in supporting research activities in the Institute. Presently, access to the scientific and reference databases of four major national and international host organizations is offered: STN, DIMDI, DIALOG, QUESTEL. The following developments are part of the service's permanent enhancements to meet user needs:

(a) The competence for on-line searches was extended to include bibliometric and scientometric analyses. Data on publications and research projects stored in the databases are subject to quantitative analyses producing indications, e.g., on the size of publication activities in a given field, a university, or citations received.

(b) For the starting phases of a newly established research group, a special comprehensive information service with data downloaded from several external databases was created. The members of the group received a periodical SDI in a printed form as well as updates for a LIDOS database for individual use on a PC.

(c) To enhance direct access to database technology and individual search possibilities for the users, a number of portable databases on CD-ROM have been implemented. These databases are installed on a special drive and can be searched using a public PC in the Library. The CD-ROM databases PsycLit (Psychological Abstracts), Sociofile (Sociological Abstracts) and Literaturdatenbank Bildungswesen (Landesinstitut für Schule und Weiterbildung, Soest) provide comprehensive information on the journal literature in the main disciplines of interest in the Institute.

Documentation Research on Scientific Communication and Scientific Development[1]

An important part of the Unit's scientific documentation research program on information flows, communication structures, and developmental trends in individual disciplines, are bibliographic, bibliometric, and scientometric studies. Presently, the work concentrates on quantitative science studies (scientometrics) and on historiography of science.

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[1] Scientific investigators: Marianne Müller-Brettel and Urs Schoepflin.

Science Studies

Scientific journals are important means for the accumulation of knowledge and for communication in science. Two studies were carried out on journals closely related to the Institute's research fields.

a) The substantial development of the International Journal of Behavioral Development since its foundation in 1978 and its position within the international scientific communication were analyzed. The scope showed it to be similar to other developmental journals, but it differs by a greater emphasis on cognitive, cross-cultural, language, and longitudinal research. While developmental psychologists constitute the greater part of the receptive audience, the journal has also an impact on medicine and sociology, thus serving as a means for interdisciplinary communication. Compared with other international journals, there is a considerable number of European authors - especially from the United Kingdom and from the Federal Republic of Germany -, and an important international cooperation through coauthorship relations between US-American and European scientists. On the basis of a citation analysis, the important role in disseminating results of developmental research to the international scientific community could be shown.

b) The core journal in educational sciences in the Federal Republic - Zeitschrift für Pädagogik - is currently being investigated in cooperation with the Center for School Systems and Instruction. The study is aimed at the journal's development and position in the years 1979 to 1989, contrasted to the trends in the overall discipline. The editorial influence (there were two changes in the journal's editorship in the time period observed) in selecting manuscripts is examined by comparing authors, subjects, and methods of the total manuscripts received (n = 1,258) to the articles published in the journal (n = 539). The data of the coded manuscripts show that the scope of the journal is mainly characterized by research in general education, pedagogy, sociology of education, and educational psychology. In paying special attention to the latter subdisciplines, the journal's profile differs from the general developments. In a longitudinal view, there is a decline of articles in pedagogy, while sociology of education is becoming even more important. Theoretical, quantitative, and historical studies are published more frequently, and there is less research reported using qualitative methods. In all, the journal focuses on theoretical rather than on practical work. The selectivity of the changing editors is clearly visible. Further analyses will determine the journal's position in and its influence on the scientific community.

Historiography of Science

a) By using citation analysis, we reconstructed the reception of J. N. Tetens, a philosopher of the Enlightenment, who published interesting writings mainly in developmental psychology, but who remained quite unknown in the history of psychology. Different reasons for the discrepancy between Tetens' apparent (or potential) historical significance and his meagre reception in psychology could thus be determined. For example, he was perceived by such influential authors as Wundt and Ebbinghaus as a proponent of the antiquated theory of faculties, and his theory was not perceived as contributing to the shift in emphasis from the study of general human capabilities to the development of concrete and practical abilities.

b) The German- and English-language psychological literature that was published in peace research since the beginning of the century, was documented in a database. An analysis of the 2,066 titles shows that the research on psychological aspects of the causes of war and of peace policy was a subject of many well-known American psychologists as well as a topic at APA conventions or in APA publications, while in the Federal Republic the discussion of peace problems was tabu among psychologists since the First World War. Only in the sixties, a few German psychologists received and replicated American socio-psychological research, and in the last ten years there has been an increasing number of interesting research on peace problems. Nevertheless, in contrast to the situation in the US, this subject has not yet been accepted as an important topic by mainstream German psychology.

Publications

Müller-Brettel, M.: Frieden als Gegenstand psychologischer Forschung. In: Psychologie für Menschenwürde und Lebensqualität, Vol. 3, Eds. S. Höfling, W. Butollo. Deutscher Psychologen Verlag, Bonn 1990, 402-408.

Müller-Brettel, M.: Lücken in der Psychologiegeschichtsschreibung: Das Beispiel J. N. Tetens. Eine Zitatanalyse. Psychologie und Geschichte 2, 90-95 (1990).

Müller-Brettel, M.: Der Beitrag der Psychologie zur Friedensforschung und Friedenspolitik. In: Bericht über den 37. Kongreß der Deutschen Gesellschaft für Psychologie in Kiel 1990, Vol. 2, Ed. D. Frey. Hogrefe, Göttingen (in press).

Müller-Brettel, M. and R. A. Dixon: Johann Nicolas Tetens: A forgotten father of developmental psychology? International Journal of Behavioral Development 13, 215-230 (1990).

Rusch-Feja, D.: Education for the information professions: A comparison of training programs in the Federal Republic of Germany, the United States of America and Canada. In: Buch und Bibliothekswissenschaft im Informationszeitalter: Internationale Festschrift für Paul Kaegbein zum 65. Geburtstag, Eds. E. Plassmann, W. Schmitz, P. Vodosek, Redaktion D. Rusch-Feja, R. Schmitz. Saur, München 1990, 91-98.

Schoepflin, U.: Eine Analyse sozialwissenschaftlicher Datenbanken. In: 11. Frühjahrstagung der online-Benutzergruppe in der DGD, Ed. Deutsche Gesellschaft für Dokumentation e.V., Frankfurt a.M. 1990, 77-97.

Schoepflin, U. and M. Müller-Brettel: International Journal of Behavioral Development - Scope and trends. International Journal of Behavioral Development 13, 393-406 (1990).

Presentations

Müller-Brettel, M.: Der Beitrag der Psychologie für eine Friedenspolitik. Paper presented at the workshop Friedenspsychologie at the 37th Convention of the German Psychological Association, Kiel, September 1990.

Rusch-Feja, D.: Bibliothekslösungen für PC und bibliothekarische Anforderungen an die EDV. Paper presented at the 7th DV-Nutzertreffen innerhalb der MPG, Frankfurt a.M., November 1990.

Schoepflin, U.: Zur Repräsentativität des Social Sciences Citation Index. Paper presented at the 14th Annual Meeting of the Gesellschaft für Klassifikation, Marburg, March 1990.

Schoepflin, U.: Die Verwendung des Social Sciences Citation Index für scientometrische Analysen. Paper presented at the colloquium "Informetrie" in the Institut für Theorie, Organisation und Geschichte der Wissenschaft bei der Akademie der Wissenschaften der DDR, Berlin (GDR), May 1990.

Schoepflin, U.: Informationsvermittlung in den Sozialwissenschaften. Paper presented at the seminar "Probleme der Informationswissenschaft" in the Wissenschaftliches Informationszentrum der Akademie der Wissenschaften der DDR, Berlin (GDR), May 1990.

Schoepflin, U.: Problems of representativity in the social science citation index. Paper presented at the "International Conference on Science and Technology Indicators," Bielefeld, June 1990.

Schoepflin, U.: Zur Situation der Scientometrie in der BRD. Paper and organization of the public session of the Committee Informetrie at the Deutscher Dokumentartag, Fulda, September 1990.

Other Publications

Rusch-Feja, D.: Otto Huth. In: Enzyklopädie des Märchens, Vol. 7, Ed. K. Ranke. De Gruyter, Berlin 1990, 1415-1417.

Rusch-Feja, D.: Review of "Das Märchen in der deutschen Aufklärung: Vom Feenmärchen zum Volksmärchen" by M. Grätz. Monatshefte. Journal devoted to the study of German language and literature (in press).

Rusch-Feja, D.: Vignetten aus dem Leben einer ausländischen Germanistikstudentin oder Die Schwierigkeiten beim Schreiben. In: "Blumen nur im Strauß": Unserem Lehrer Werner Keller zum 60. Geburtstag, Eds. S. Demmer, E. Dinter, C. Pfarr. Selbstverlag, Köln 1990, 397-408.

2. Social and Educational Statistics Unit[1]

The Social and Educational Statistics Unit's ongoing advisory aid to the Institute's projects and scientists' activities includes finding out what statistical information about questions of economic, sociological, and educational topics is available for various purposes, making it available to the Institute's researchers, and assisting them in processing and interpreting it, as well as advising them as to the best ways of presenting statistical information in graphs and tables. The Unit keeps contacts with governmental and nongovernmental statistical institutions and observes continuously what kinds of information are available, and how access to published and unpublished statistics can be obtained.

In addition, the Social and Educational Statistics Unit has pursued a number of long-range activities having as their purpose the continuous observation of quantitative trends in the evolution of the educational system which are not recorded elsewhere in this form. These activities include, e.g., establishing statistical indicators for school and university attendance, preparation of papers, evaluating predictions about educational developments, continuous observation of the system of school and university statistics at the federal and state level, and gathering statistical information on issues of special interest for the Institute: e.g., foreign workers in the Federal Republic of Germany, women's participation in education, trends in the labor market. Thus, an analysis of microcensus data and student statistics on social origin and educational participation has been updated and supplemented and is being prepared for publication.

Calculations of age-specific enrollment rates in secondary schools and higher education, nationwide and in the individual Länder (States), have been continued up to 1987, and were published in 1990. The segments of the Federal Data Bank furnished to the Institute by the Federal Statistical Office (Statistisches Bundesamt) in 1984 have been put into a form suited for the Institute's research purposes and have been corrected and updated.

Work done in 1990 on the analysis of microcensus data and the statistics on higher education as part of the preparation of the status report on education in the Federal Republic is discussed in the report on that project. Further activities involved the processing of additional unpublished information requested from government, statistical offices, and nongovernmental organizations, often requiring considerable programing work. It may be expected that, in the future, information that has been gathered, but not published by the governmental statistical offices and other institutions will be needed to an increasing extent for the Institute's research, and consequently rapid and direct access to such data will have to be assured.

Publications

Köhler, H.: Das schulstatistische Programm auf Bundesebene und die Schulstatistik der Länder. Recht der Jugend und des Bildungswesens 3, 230-236 (1990).

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[1] Prepared by: Helmut Köhler.

Köhler, H.: Neue Entwicklungen des relativen Schul- und Hochschulbesuchs. Materialien aus der Bildungsforschung, No. 37, Max Planck Institute for Human Development and Education, Berlin 1990, 138 pp.

Trommer, L.: Demographische Entwicklung und Bildungsbeteiligung von Ausländern. In: Kultur- und Sprachvielfalt in Europa, Ed. M. Krüger-Potratz. Waxmann, Münster (in press).

Presentation

Köhler, H.: Hat sich ein neues Übergangssystem entwickelt? Anmerkungen zu ausgewählten Trends der Entwicklung im Bildungswesen. Contribution to the Annual Meeting of the AUF (Arbeitskreis Übergangsforschung), Dortmund, November 23-24, 1989.

3. Computing Services Unit[1]

Overview

The Computing Services Unit was set up in 1971 to assist research teams and service units wherever data processing was needed. The main area of work involved counseling on statistical software, development of adequate programs, and data management tasks. The Computer Services Unit was also frequently charged with the processing of data from empirical research projects.

At that time, the Unit was a user of the central main frames of the Land of Berlin at the Konrad Zuse Zentrum (formerly the "Großrechenzentrum für die Wissenschaft des Landes Berlin"), terminals and printers being installed at the Institute.

The Institute's own computer system was set up after the discontinuation of cooperation with the Konrad Zuse Zentrum due to changes in the services policies of the latter. The range of work covered by the Unit changed, the main tasks now being:

- operation and optimization of the Institute's central computung facilities;
- operation and diversification of a Local Area Network;
- availability of national and international network connections (DATEX-P, EAN, BITNET);
- design and realization of planning for the expansion of data-processing equipment in accordance with the overall strategies of the Institute;
- pilot studies for facilitating the use of new software and hardware;
- counseling and training of users.

Hardware

Central Facilities

The Institute's original DEC VAX 11/750, installed in July 1985, and operating under VMS, has by now become part of a cluster consisting of VAX 11/750, MicroVAX II, MicroVAX 3500, MicroVAX 3200.

Storage capacities are a 43 MB working memory, approximately 4.8 GB of disk space (eight nonremovable disks), one magnetic tape drive with two different densities, two fast printers (600 lpm), one laser printer.

Network (Local Area Network)

Network connection with decentralized equipment is realized by LAT via DECnet on an Ethernet basis. By November 1990, there were 15 terminal servers for about 120 terminals, PCs (with terminal emulation), and printers. More PCs and Macintosh devices are integrated by direct lines via PCSA or PACER.

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[1] Prepared by: Jürgen Hess.

Software

The following software is available on the central VAX cluster:
- SPSS-X, SAS, BMDP, LISREL VI for statistical analysis;
- SCA for data and time-series analysis;
- EAN for worldwide electronic mail;
- SIR/DBMS as a databank management system;
- SIR/FORMS for data collection and checking;
- FORTRAN 77, PASCAL, C for programing purposes;

as well as some others for more specific demands.

Operation

Operation of the VAX cluster is on an all-day closed-shop basis. Assisted operation, particularly for tape drives, is available on workdays from 8 a.m. to 6 p.m.

General Information

Extensive on-line documentation on general use and system facilities is available and under constant development.

Training sessions on VMS are available on request. The more general services consist mainly of ad-hoc assistance given to users with the aim of permitting prompt continuation of work. Therefore, individual software solutions can be provided only for a limited number of projects. This is especially true for the operation of SIR/DBM databank systems and graphical software.

VII. APPENDIX

1. Research Colloquia (1990)

January 5, 1990	Kurt Starke, Zentralinstitut für Jugendforschung, Leipzig. Soziologische Aspekte des Wandels in der DDR.
January 16, 1990	Rainer Bromme, Universität Bielefeld. Der Lehrer als Experte. Probleme und Ergebnisse des Expertenansatzes in der Psychologie am Beispiel des Lehrerberufes.
February 13, 1990	Andreas Kruse, Universität Heidelberg. Entwicklung und Verlust im Alter: Empirische Analyse des Erfahrungs- und Handlungshorizonts älterer Menschen.
February 15, 1990	Lilly Kemmler and coworkers, Psychologisches Institut I: Psychologische Diagnostik und Klinische Psychologie, Universität Münster. Zur Lebenssituation älterer Frauen.
February 27, 1990	Miles Hewstone, University of Bristol. Intergruppenkontakt und Änderung stereotypischer Wahrnehmungen.
March 7, 1990	Laura E. Hess, The Pennsylvania State University. Family relations and early adolescent adjustment in the self, peer, and school domains.
March 7, 1990	Aage B. Sørensen, Harvard University. Measuring the influence of education on occupation.
March 12, 1990	Wolfgang Kerler, Free University of Berlin. Zur Soziologie jugendlicher Subkulturen.
March 14, 1990	Joachim Dumont and coworkers, Pädagogische Hochschule "Dr. Theodor Neubauer," Erfurt/Mühlhausen. Lebensweise der Kinder und Schule.
March 19, 1990	Lothar Lappe, Deutsches Jugendinstitut, München. Facharbeiterbiographien – Wissenschaftliche und praktische Perspektiven.
March 27, 1990	Klaus D. Kubinger, Universität Wien. Adaptives Testen.
April 3, 1990	Rachel A. Rosenfeld, University of North Carolina at Chapel Hill. Women's employment exits and returns: Analysis of Washington state data.

April 4, 1990	Tamar Rapoport, The Hebrew University, Jerusalem. Tutorial relations: The dynamics of social contract and personal trust.
May 14, 1990	Valerie Kincade Oppenheimer, University of California, Los Angeles. Jobs in the life cycle and the transition to adulthood.
May 22, 1990	Harry Dettenborn and Karla Horstmann, Humboldt-Universität, Berlin. Studien zur moralischen Entwicklung.
May 22, 1990	Tenko Raykov, Academy of Sciences, Sofia, Bulgaria. Latent growth curves modeling: Reflections upon a PRO-ALT data analysis.
June 5, 1990	Albert Bandura, Stanford University, Stanford. Self-efficacy and control: Developmental and educational implications.
June 12, 1990	Hans Spada, Universität Freiburg. Automatisierte Diagnose von qualitativem und quantitativem Wissen in einem intelligenten tutoriellen System.
June 13, 1990	Esther Goody, University of Cambridge. The shaping of children's prosocial behavior: 'Fierce' and 'peaceful' societies.
June 26, 1990	Alfons Marcoen, Katholieke Universiteit Leuven. Loneliness and aloneness in children and adolescents: Work in progress.
August 30, 1990	Hans-Peter Blossfeld, European University Institute, Florence. Hat sich die Ungleichheit der Bildungschancen durch die Bildungsexpansion vermindert? Ein Kohortenvergleich anhand der Daten des Sozio-ökonomischen Panels.
September 6, 1990	James F. Voss, University of Pittsburgh. Reasoning about social issues: On the generation and evaluation of arguments.
September 20, 1990	Michael Corsten, Philipps-Universität, Marburg. Individualität und Liebe. Symbolvermittelte Muster für Biographie und Partnerschaft.
October 16, 1990	Paul Ekman, University of California, San Francisco. Emotional signs of deceit.
October 30, 1990	August Flammer, Universität Bern. Kontrollmeinung und Autobiographie.

November 30, 1990	Franz-Xaver Kaufmann, Universität Bielefeld. Die Familie braucht Hilfe, aber es ist ihr schwer zu helfen. Soziologische Überlegungen zur staatlichen Familienförderung.

2. Visiting Scientists and Guests (1990)

September 1989 - June 1990	Aage B. Sørensen, Prof. Dr. Harvard University
September 1989 - June 1990	Annemette Sørensen, Prof. Dr. Harvard University
November 1989 - April 1990	Zhiping Wu, M.A. Academia Sinica, Beijing
December 1989 - August 1990	Liina-Mai Toodings, Dr. University of Tartu, Estonia
January - March 1990	Timothy Salthouse, Prof. Dr. Georgia Institute of Technology
January and August 1990	Sigurjón Björnsson, Dr. University of Iceland
February - March 1990	John R. Nesselroade, Prof. Dr. The Pennsylvania State University
March 1990	Ronald P. Abeles, Dr. National Institute of Health, Bethesda/MD
March - April 1990	Gerdur Oskarsdóttir Icelandic Ministry of Education
May 1990	Anne C. Petersen, Prof. Dr. The Pennsylvania State University
May 1990	Tenko Raykov, Dr. Academy of Sciences, Sofia
May - July 1990	Vern L. Bengtson, Prof. Dr. University of Southern California
June 1990	Albert Bandura, Prof. Dr. Stanford University
June 1990	Piotr Bednarski, M.A. Catholic University of Lublin
June 1990	Steven W. Cornelius, Prof. Dr. Cornell University
June 1990	Anna Manek, Dr. Catholic University of Lublin
July 1990	Matilda W. Riley, Prof. Dr. National Institute on Aging, Bethesda/MD
July 1990	Victoria Gordillo Alvarez-Valdes, Dr. University of Madrid

August 1990	Gideon Freudenthal, Dr. The Van Leer Jerusalem Institute
August - September 1990	Jürgen Renn, Dr. Boston University
September 1990	Sigrún Adalbjarnardóttir University of Iceland
September 1990	Richard Schultz, Prof. Dr. University of Pittsburgh
September 1990	Gudridur Sigurdardóttir University of Iceland
September 1990 - August 1991	Ineke Maas Utrecht State University
October - December 1990	Zhenyun Wu, Dr. Academia Sinica, Beijing
October 1990 - March 1991	Franz-Xaver Kaufmann, Prof. Dr. Universität Bielefeld
November 1990	Thórolfúr Thórlindsson, Dr. University of Iceland
November and December 1990	Fritz Oser, Dr. Universität Fribourg
December 1990	Gil Noam, Dr. Harvard Medical School

3. Other Professional Activities

Paul B. Baltes

Max-Planck-Gesellschaft (Member of the Senate Committee on Research Policy and Research Planning).

European Academy of Sciences (Academia Europaea) (Member; Convener of the Elections Committee in Psychology and Information Sciences).

European Science Foundation (Member of the Network on Longitudinal Studies on Individual Development).

Johann Jacobs Foundation (Member of the Board of Trustees).

International Society for the Study of Behavioural Development (Past President).

Academy of Sciences and Technology in Berlin (Member; Speaker of the Special Project Group on Aging and Societal Development).

MacArthur Foundation, USA (Member of the Committee on Successful Midlife Development).

The Pennsylvania State University, Visiting Committee: Health and Human Development (Member).

Center for Advanced Study in the Behavioral Sciences, Stanford (Fellow 1990-91).

Jürgen Baumert

Wissenschaftliche Beratung für die Berliner Gesamtschule beim Senator für Schulwesen, Berufsausbildung und Sport, Berlin (Member of the Advisory Board).

Empirische Pädagogik, Zeitschrift zu Theorie und Praxis erziehungswissenschaftlicher Forschung (Member of the Advisory Board).

Senator für Bildung, Wissenschaft und Kunst, Bremen (Member of the Advisory Council).

Hellmut Becker

Aspen Institute Berlin (Member of the Board of Trustees).

Bauhaus-Archiv, Berlin (Member of the Board of Trustees).

University of Tel Aviv (Member of the Board of Governors).

Deutsche Gesellschaft für Europäische Erziehung, München (Member of the Committee "Kurzschulen," Board of Educational Advisors).

Deutsche Gesellschaft für Soziologie, Mannheim (Member).

Deutsche UNESCO-Kommission (Member of the Executive Committee).

Goethe-Institut, München (Member).

International Institute for Educational Planning, Paris (Member of the Governing Board).

International Academy of Education, Brüssel (Member of the Board of Directors).

Internationales Institut für vergleichende Musikstudien und Dokumentation, Berlin (Member of the Executive Committee of the Trustees).

Max-Traeger-Stiftung, Frankfurt a.M. (Member of the Board of Scientific Advisors).

Pädagogische Arbeitsstelle des Deutschen Volkshochschul-Verbandes, Frankfurt a.M. (Chairman of the Board of Trustees).

Freie Schulen (Member of the Board of Trustees, Board of Governors, Foundation Council).

Theodor-Heuss-Preis, München (Member of the Board of Trustees).

Vereinigung Deutscher Landerziehungsheime (Member of the Board of Governors).

Wissenschaftsstiftung Ernst Reuter, Berlin (Member of the Foundation Council).

Wissenschaftskolleg zu Berlin (Member of the Advisory Board).

Neue Sammlung (Coeditor).

psychosozial (Coeditor).

Erika Brückner

DFG-Sonderforschungsbereich 3 "Mikroanalytische Grundlagen der Gesellschaftspolitik" der Universitäten Frankfurt a.M. and Mannheim (Member).

Deutsches Jugendinstitut (Member of the Scientific Project Committee "Jugendhilfe").

Wolfgang Edelstein

Max-Planck-Gesellschaft, Section on Humanities and Social Sciences (Member of the Committee for Social Sciences).

Max-Planck-Institut für Psychologische Forschung, München (Member of the Board of Scientific Advisors).

Clinical Developmental Institute, Belmont/MA (Member of the Board of Scientific Advisors).

Deutsches Jugendinstitut, München (Member of the Board of Scientific Advisors).

Beiträge zur Soziogenese der Handlungsfähigkeit. Series in cooperation with Suhrkamp Verlag, Frankfurt a.M. (Coeditor).

Journal of Applied Developmental Psychology (Coeditor).

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Social Justice Research, New York (Member of the Editorial Board).

Förderungsprogramm Berlin-Forschung der Freien Universität Berlin (Member of the Advisory Board: Präventive Gesundheitsversorgung; Member of the Advisory Board: Soziale Beziehungen/Familienstrukturen).

Dietrich Goldschmidt

Deutsche Gesellschaft für Erziehungswissenschaft (Member of the Commission "Bildungsforschung mit der Dritten Welt").

Kammer für öffentliche Verantwortung der Evangelischen Kirche in Deutschland (Vice-Chairman).

Deutsche Evangelischer Kirchentag, Arbeitsgemeinschaft Juden und Christen (Member of the Board of Governors).

Sozialwissenschaftliches Institut der Evangelischen Kirche in Deutschland (Member).

Kirchliche Hochschule Berlin, Institut Kirche und Judentum (Chairman of the Board of Trustees).

Institut für Zukunftsstudien und Technologiebewertung (IZT) GmbH (Chairman of the Supervisory Board).

Institute of Cultural Affairs (ICA) (Consultant).

Aktion Sühnezeichen/Friedensdienste e.V. (Chairman of the Board of Governors until April 30, 1990).

Deutsch-Polnisches Kuratorium Internationale Jugendbegegnungsstätte Auschwitz (Member as the Chairman of "Aktion Sühnezeichen/Friedensdienste").

Dirk Hartung

Max-Planck-Gesellschaft, Gesamtbetriebsrat (Committee on Personnel Planning and Personnel Data-Processing).

Gewerkschaft Erziehung und Wissenschaft (on the Federal Executive Committee as Chairman of the Working Group Research Policy and Research Planning, especially for the "Neue Bundesländer").

Erika M. Hoerning

Deutsche Gesellschaft für Soziologie (Section Biographical Research: Member of the Board 1990–92).

International Sociological Association (Research Committee 38 Biography and Society: Member of the Board 1990-94).

Life Stories/Récits de Vie. Oxford, Paris (Associate Editor).

BIOS Zeitschrift für Biographieforschung und Oral History (Coeditor).

US Oral History Association (Corresponding Member).

Diether Hopf

Zeitschrift für Pädagogik (Coeditor).

Cornelsen-Stiftung (Member of the Advisory Board).

Arbeitskreis Muttersprachlicher Unterricht von Bundesverbänden/Vereinen ausländischer Arbeitnehmer, Eltern und Lehrer sowie Vertretungen der Heimatkirchen und Botschafter der Entsendeländer (Member of the Advisory Board).

International Movement Towards Educational Change (Member of the German Section).

Forschungsgruppe Modellprojekte (FGM) (Member).

Deutsche Forschungsgemeinschaft (Member of the Review Group tasked with examining "Folgen der Arbeitsmigration für Bildung und Erziehung").

Johannes Huinink

DFG-Sonderforschungsbereich 3 "Mikroanalytische Grundlagen der Gesellschaftspolitik" der Universitäten Frankfurt a.M. and Mannheim (Member).

Monika Keller

Zeitschrift Ethik und Sozialwissenschaften (Member of the Board of Scientific Advisors).

Lothar Krappmann

Bundesministerium für Jugend, Familie, Frauen und Gesundheit (Member of the Board of Scientific Advisors for Family Affairs).

Haus der Politischen Bildung e.V., Berlin (Chairman).

Zeitschrift für Empirische Pädagogik (Member of the Board of Advisors).

Zeitschrift für Familienforschung (Member of the Board of Advisors).

Berlin-Forschung "Bevölkerungsentwicklung" (Member of the Board of Advisors).

Neue Sammlung (Coeditor).

Kurt Kreppner

Norddeutscher Rundfunk Hamburg (Member of the Board of Scientific Advisors for the small children's program).

Wolfgang Lempert

Deutsche Forschungsgemeinschaft (Senate Commission for Berufsbildungsforschung).

Universität Bremen: Forschungsschwerpunkt "Arbeit und Bildung" (Expert).

Technik-Sozialwissenschaftliches Forschungsinstitut, Berlin (Member of the Advisory Board).

Gero Lenhardt

Leviathan - Zeitschrift für Sozialwissenschaften (Coeditor).

Achim Leschinsky

Zeitschrift für Pädagogik (Coeditor and Editorial Staff Member).

Institut für Museumskunde Berlin (Member of the Scientific Commission of the Institute).

Karl Ulrich Mayer

Deutsche Forschungsgemeinschaft, Section Empirical Social Research (Second Expert).

Institut für Sozialwissenschaften der Universität Mannheim (Corresponding Member).

International Sociological Association (Research Committee on Social Stratification, Member of the Executive Board).

Max-Planck-Gesellschaft (Consultative Committee for Electronic Data-Processing Systems).

Goethe-Institut, München (Member of the Board of Advisors for Science and Literature).

European Sociological Review (Editor).

European Academy of Sciences (Academia Europaea) (Member).

Zeitschrift für Soziologie (Member of the Board of Scientific Advisors).

DFG-Sonderforschungsbereich 3 "Mikroanalytische Grundlagen der Gesellschaftspolitik" der Universitäten Frankfurt a.M. and Mannheim (Chairman).

Allgemeine Bevölkerungsumfragen der Sozialwissenschaften – ALLBUS (Member of the Committee).

Europäisches Hochschulinstitut, Florenz (Member of the Research Council; Member of the Review Group of the High Council).

Akademie der Wissenschaften zu Berlin (Vice-Chairman of the Working Group "Altern und gesellschaftliche Entwicklung").

Jens Naumann

Deutsche Gesellschaft für die Vereinten Nationen, Landesverband Berlin (Member of the Board of Governors).

Deutsche UNESCO-Kommission (Committee of Experts for Social Sciences).

Peter M. Roeder

Institut für Didaktik des Mathematikunterrichts (Member of the Board of Scientific Advisors).

Zeitschrift für Pädagogik (Managing Editor).

Deutsche Gesellschaft für Erziehungswissenschaft (Chairman of the Working Group for Empirical Research).

Urs Schoepflin

Deutsche Gesellschaft für Dokumentation (Chairman of the Committee Informetrie).

Yvonne Schütze

Deutsche Gesellschaft für Soziologie (Chairwoman of the Section Family and Youth Sociology).

Deutsche Gesellschaft für Soziologie (Member of the Council).

Zeitschrift für Soziologie (Member of the Advisory Board).

Zeitschrift für Familienforschung (Member of the Advisory Board).

"Kontext," Zeitschrift der Deutschen Arbeitsgemeinschaft für Familientherapie (Member of the Board of Scientific Advisors).

Max-Planck-Gesellschaft, Arbeitskreis zur Förderung der Frauen in der Wissenschaft (Member).

Jacqui Smith

Newsletter of the International Society for the Study of Behavioural Development (Co-editor).

Michael Wagner

Akademie für Raumforschung und Landesplanung, Hannover (Member of the Working Group "Räumliche Mobilität im Lebenslauf").

DFG-Sonderforschungsbereich 3 "Mikroanalytische Grundlagen der Gesellschaftspolitik" der Universitäten Frankfurt a.M. and Mannheim (Member).

4. Teaching Activities

Winter Semester 1989/90

Baumert, Jürgen	Einführung in die Erziehungswissenschaft: Das Bildungssystem in der BRD. Entwicklungen, Perspektiven, Forschungsprobleme. Freie Universität Berlin - Lecture. (2 hours per week).
Damerow, Peter	Probleme der Begriffsentwicklung in der Geschichte der Naturwissenschaften. Freie Universität Berlin - Research Colloquia. (2 hours per week).
Edelstein, Wolfgang	Kognitive und soziomoralische Entwicklung in Kindheit und Jugendalter. Freie Universität Berlin - Seminar. (2 hours per week, together with M. Keller and E. Schröder).
Heckhausen, Jutta	Persönlichkeitsentwicklung im Erwachsenenalter: Mythen, Theorien, Befunde. Freie Universität Berlin - Seminar. (2 hours per week).
Huinink, Johannes	Kontextanalyse. Freie Universität Berlin - Seminar. (2 hours per week).
Keller, Monika	Kognitive und soziomoralische Entwicklung in Kindheit und Jugendalter. Freie Universität Berlin - Seminar. (2 hours per week, together with W. Edelstein and E. Schröder).
Krais, Beate	Soziale Struktur und symbolische Formen. Zur Soziologie Pierre Bourdieus. Freie Universität Berlin - Seminar. (2 hours per week).
Krappmann, Lothar	Interview mit praktischen Übungen. Freie Universität Berlin - Seminar. (2 hours per week, together with H. Oswald).
Krappmann, Lothar	Sozialisation durch Gleichaltrige in der mittleren Kindheit. Freie Universität Berlin - Seminar. (2 hours per week, together with H. Oswald).
Lempert, Wolfgang	Moralische Sozialisation im Beruf. Freie Universität Berlin - Seminar. (4 hours per week).

Lenhardt, Gero	American and German culture in comparative perspective. Stanford University, Berlin - Seminar. (2 hours per week).
Salisch, Maria von	Sozio-emotionale Entwicklung in der Kindheit. Freie Universität Berlin - Seminar. (2 hours per week).
Schröder, Eberhard	Kognitive und soziomoralische Entwicklung in Kindheit und Jugendalter. Freie Universität Berlin - Seminar. (2 hours per week, together with W. Edelstein and M. Keller).
Spiel, Christiane	Spezialprobleme der Differentiellen Psychologie. Universität Wien - Block Seminar. (30 hours).
Spiel, Christiane	Datenerhebung in der Psychologie unter besonderer Berücksichtigung von Fragebögen. Universität Wien - Block Seminar.
Zeiher, Helga	Kindereinrichtungen und wie Kinder ihr Leben einrichten. Technische Universität Berlin - Circular Lecture. (one 2-hour lecture).
Zeiher, Helga	Kinderalltage in unterschiedlichen lokalen Milieus. Universität Marburg - Circular Lecture. (one 2-hour lecture).

Summer Semester 1990

Baltes, Paul B.	Entwicklungspsychologie IV: Erwachsenenalter und Alter. Freie Universität Berlin - Seminar. (2 hours per week, together with M. M. Baltes).
Baumert, Jürgen	Einführung in die Erziehungswissenschaft: Das Bildungssystem in der BRD. Entwicklungen, Perspektiven, Forschungsprobleme. Freie Universität Berlin - Lecture. (2 hours per week).
Huinink, Johannes	Ereignisdatenanalyse und Lebensverlaufsforschung. Freie Universität Berlin - Seminar. (2 hours per week).
Krappmann, Lothar	Sozialisation durch Gleichaltrige in der mittleren Kindheit. Freie Universität Berlin - Seminar. (2 hours per week, together with H. Oswald).

Krappmann, Lothar	Sozialentwicklung im Schulalter. Freie Universität Berlin - Seminar. (2 hours per week).
Lempert, Wolfgang	Betriebliche Bedingungen moralischen Lernens. Freie Universität Berlin - Seminar. (4 hours per week).
Lenhardt, Gero	Ethnische Identität und gesellschaftliche Rationalisierung. Johann Wolfgang Goethe-Universität, Frankfurt a.M. - Seminar. (2 hours per week).
Naumann, Jens	Internationale Kultur- und Bildungspolitik. Soziale und rechtlich-organisatorische Probleme. Westfälische Wilhelms-Universität Münster - Seminar. (2 hours per week).
Naumann, Jens	Moderne Bildungssysteme Afrikas zwischen kultureller Selbstbehauptung und ökonomischer Krise. Westfälische Wilhelms-Universität Münster - Seminar. (2 hours per week).
Naumann, Jens	Das Bildungswesen in der Planung, Politik und Ökonomie in der BRD und DDR seit 1945. Westfälische Wilhelms-Universität Münster - Lecture. (2 hours per week).
Salisch, Maria von	Jugendliche im Spannungsfeld von Familie, Gleichaltrigengruppe und Gesellschaft. Freie Universität Berlin - Seminar. (2 hours per week).
Schmitz, Bernhard	Anwendung der Zeitreihenanalyse in der Psychologie. Freie Universität Berlin - Seminar. (2 hours per week).
Spiel, Christiane	Spezialprobleme der Differentiellen Psychologie. Universität Wien - Block Seminar. (30 hours).
Spiel, Christiane	Psychologisch-pädagogische Grundlagen der Unterrichtsgestaltung. Universität Wien - Block Seminar. (30 hours).

Winter Semester 1990/91

Damerow, Peter	Probleme der Begriffsentwicklung in der Geschichte der Naturwissenschaften. Freie Universität Berlin - Research Colloquia. (2 hours per week).
Edelstein, Wolfgang	Methodologische Grundlagen der qualitativen Sozialforschung. Freie Universität Berlin - Circular Lecture. (one 2-hour lecture).
Edelstein, Wolfgang	Kognitive und soziomoralische Entwicklung in Kindheit und Jugendalter. Freie Universität Berlin - Seminar. (2 hours per week, together with M. Keller and E. Schröder).
Fuchs, Jochen	Staatsrecht I. Fachhochschule für Verwaltung und Rechtspflege Berlin - Lecture. (2 hours per week).
Goldschmidt, Dietrich	Ausgewählte religionssoziologische Konzepte der Gegenwart. Frankfurter Schule: Habermas, Luhmann u.a. Kirchliche Hochschule Berlin - Practical Course. (2 hours per week).
Heckhausen, Jutta	Entwicklung der Motivation im Lebenslauf. Freie Universität Berlin - Seminar. (2 hours per week).
Huinink, Johannes	Bevölkerungsprozesse als Teil gesellschaftlicher Entwicklung. Freie Universität Berlin - Seminar. (2 hours per week).
Keller, Monika	Kognitive und soziomoralische Entwicklung in Kindheit und Jugendalter. Freie Universität Berlin - Seminar. (2 hours per week, together with W. Edelstein and E. Schröder).
Krais, Beate	Bildungsbürgertum - Akademiker - Intelligenz. Bildung und soziale Gliederung in Deutschland seit dem 19. Jahrhundert. Freie Universität Berlin - Seminar. (2 hours per week).
Krappmann, Lothar	Sozialisation durch Gleichaltrige in der mittleren Kindheit. Freie Universität Berlin - Seminar. (2 hours per week, together with H. Oswald).
Krappmann, Lothar	Methodologische Grundlagen der qualitativen Sozialforschung. Freie Universität Berlin - Circular Lecture. (two 2-hour lectures).

Kreppner, Kurt	Entwicklung in der Familie und Familienentwicklung. Freie Universität Berlin - Seminar. (2 hours per week).
Salisch, Maria von	Kognitive und soziale Entwicklung im Kindesalter. Freie Universität Berlin - Seminar. (2 hours per week, together with E. Schröder).
Schröder, Eberhard	Kognitive und soziomoralische Entwicklung in Kindheit und Jugendalter. Freie Universität Berlin - Seminar. (2 hours per week, together with W. Edelstein and M. Keller).
Schröder, Eberhard	Kognitive und soziale Entwicklung im Kindesalter. Freie Universität Berlin - Seminar. (2 hours per week, together with M. von Salisch).
Spiel, Christiane	Testtheorie und Testkonstruktion. Freie Universität Berlin - Seminar. (2 hours per week).
Spiel, Christiane	Spezialprobleme der Differentiellen Psychologie. Universität Wien - Block Seminar. (30 hours).
Wagner, Michael	Soziale und räumliche Aspekte der Stabilität von Ehen. Technische Universität Berlin - Seminar. (2 hours per week).

5. Publications[1]

Institute Series

Studien und Berichte

Papastefanou, G.: Familiengründung im Lebensverlauf. Eine empirische Analyse sozialstruktureller Bedingungen der Familiengründung bei den Kohorten 1929-31, 1939-41 und 1949-51. Studien und Berichte, Vol. 50, Max Planck Institute for Human Development and Education, Berlin 1990, 185 pp.

Materialien aus der Bildungsforschung

Köhler, H.: Neue Entwicklungen des relativen Schul- und Hochschulbesuchs. Eine Analyse der Daten für 1975 bis 1987. Materialien aus der Bildungsforschung, No. 37, Max Planck Institute for Human Development and Education, Berlin 1990, 138 pp.

Tesch-Römer, C.: Identitätsprojekte und Identitätstransformationen im mittleren Erwachsenenalter. Materialien aus der Bildungsforschung, No. 38, Max Planck Institute for Human Development and Education, Berlin 1990, 312 pp.

Beiträge aus dem Forschungsbereich

Krappmann, L. and H. Oswald: Studies in peer socialization. Beiträge aus dem Forschungsbereich Entwicklung und Sozialisation, No. 22/ES, Max Planck Institute for Human Development and Education, Berlin 1990, 57 pp.

Tasche, K. G.: Erziehungswissenschaft - eine heterogene Disziplin? Zur These der prägenden Wirkung der Herkunftsdisziplin bei Hochschullehrern des Fachs Pädagogik. Beiträge aus dem Forschungsbereich Schule und Unterricht, No. 32/SuU, Max Planck Institute for Human Development and Education, Berlin 1990, 27 pp.

Goldschmidt, D. and H.-D. Schaefer (Eds.): Aktuelle Probleme der Forschung über Hochschulen. Bildungsökonomische, bildungssoziologische und internationale Aspekte der Entwicklung in der DDR. Beiträge aus dem Forschungsbereich Schule und Unterricht, No. 34/SuU, Max Planck Institute for Human Development and Education, Berlin 1990, 72 pp.

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[1] Underlined coauthors are members of the Institute.

Nonseries Publications

Max-Planck-Institut für Bildungsforschung (Ed.): Entwicklung und Lernen. Beiträge zum Symposium anläßlich des 60. Geburtstages von Wolfgang Edelstein. Max Planck Institute for Human Development and Education, Berlin 1990, 98 pp.

Max-Planck-Institut für Bildungsforschung (Ed.): Normative Voraussetzungen und ethische Implikationen sozialwissenschaftlicher Forschung. Beiträge zum Symposium anläßlich des 75. Geburtstages von Dietrich Goldschmidt. Max Planck Institute for Human Development and Education, Berlin 1990, 108 pp.

Schneider, W. and W. Edelstein (Eds.): Inventory of European longitudinal studies in the behavioural and medical sciences. A project supported by the European Science Foundation. Max Planck Institute for Psychological Research, Munich, and Max Planck Institute for Human Development and Education, Berlin 1990, 557 pp.

Acquisitions List of the Library and Research Documentation

Max-Planck-Institut für Bildungsforschung/Dokumentation (Ed.): Literaturinformationen aus der Bildungsforschung, Nos. 1–12, Max Planck Institute for Human Development and Education, Berlin 1990, 80 pp.

Publications of the Research Scientists

Alisch, L.-M., J. Baumert and K. Beck (Eds.): Professionswissen und Professionalisierung. Braunschweiger Studien zur Erziehungs- und Sozialarbeitswissenschaft, Vol. 28. Technische Universität Braunschweig 1990, 388 pp.

Allmendinger, J.: Der Übergang in den Ruhestand von Ehepaaren: Auswirkungen individueller und familiärer Lebensverläufe. Kölner Zeitschrift für Soziologie und Sozialpsychologie, Special Issue 31: Lebensverläufe und sozialer Wandel, Ed. K. U. Mayer, 272–303 (1990).

Allmendinger, J.: Die Kunst des Überlebens oder das Überleben der Kunst. Zur Situation von Symphonieorchestern in der ehemaligen DDR. Frankfurter Rundschau, 24.12.1990.

Allmendinger, J.: Gleiche Chancen auf dem Arbeitsmarkt, gleiche Pflichten in der Familie. MPG Spiegel 3, 21–24 (1990).

Allmendinger, J.: Review of "Klassenstrukturen und Mobilität in fortgeschrittenen Gesellschaften: Eine vergleichende Analyse der Bundesrepublik Deutschland, Österreichs, Frankreichs und der Vereinigten Staaten von Amerika" by M. Haller. European Sociological Review 6, 100–102 (1990).

Allmendinger, J., H. Brückner and E. Brückner: Arbeitsleben und Lebensarbeitsentlohnung: Zur Entstehung von finanzieller Ungleichheit im Alter. In: Vom Regen in die Traufe: Frauen zwischen Beruf und Familie, Eds. K. U. Mayer, J. Allmendinger, J. Huinink. Campus, Frankfurt a.M./New York (in press).

Allmendinger, J., E. Brückner and A. Sandell: Zufriedenheit im Ruhestand. In: Vom Regen in die Traufe: Frauen zwischen Beruf und Familie, Eds. K. U. Mayer, J. Allmendinger, J. Huinink. Campus, Frankfurt a.M./New York (in press).

Allmendinger, J. and R. Hackman: The art of survival or the survival of art? Symphony orchestras in the five new German states. Report No. 1, Cross-National Study of Symphony Orchestras. Harvard University, Cambridge/MA 1990, 1-20.

Arbeitsgruppe Bildungsbericht am Max-Planck-Institut für Bildungsforschung: Das Bildungswesen in der Bundesrepublik Deutschland. Ein Überblick für Eltern, Lehrer, Schüler. 3rd, revised, and enlarged edition. Rowohlt, Reinbek 1990, 462 pp.

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Baltes, P. B. and M. M. Baltes (Eds.): Successful aging: Perspectives from the behavioral sciences. Cambridge University Press, New York 1990, 400 pp.

Baltes, P. B. and M. M. Baltes: Gerontologie: Begriff, Herausforderung und Brennpunkte. In: Zukunft des Alterns und gesellschaftliche Entwicklung, Ed. Committee "Aging and Societal Development" of the Academy of Sciences and Technology in Berlin (responsible: P. B. Baltes, J. Mittelstraß). De Gruyter, Berlin (in press).

Baltes, P. B., D. L. Featherman and R. M. Lerner (Eds.): Life-span development and behavior. Vol. 10, Erlbaum, Hillsdale/NJ 1990, 368 pp.

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Mayer, K. U.: Lebensverläufe und gesellschaftlicher Wandel - Eine Theoriekritik und eine Analyse zum Zusammenhang von Bildungs- und Geburtenentwicklung. In: Statuspassagen und Institutionalisierung, Eds. J. Behrens, W. Voges. Leske + Budrich, Leverkusen (in press).

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Mayer, K. U., J. Allmendinger and J. Huinink (Eds.): Vom Regen in die Traufe: Frauen zwischen Beruf und Familie. Campus, Frankfurt a.M./New York (in press).

Mayer, K. U. and H.-P. Blossfeld: Die gesellschaftliche Konstruktion sozialer Ungleichheit im Lebensverlauf. Soziale Welt. Special Issue 7: Lebenslagen, Lebensläufe, Lebensstile. Otto Schwartz & Co., Göttingen 1990, 297-318.

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Mayer, K. U. and J. Huinink: Age, period, and cohort in the study of the life course: A comparison of classical A-P-C-analysis with event history analysis, or farewell to Lexis? In: Data quality in longitudinal research, Eds. D. Magnusson, L. R. Bergman. Cambridge University Press, Cambridge 1990, 211-232.

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Mayer, K. U. and N. B. Tuma: Life course research and event history analysis: An overview. In: Event history in life course research, Eds. K. U. Mayer, N. B. Tuma. University of Wisconsin Press, Madison/WI 1990, 3-20.

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Müller-Brettel, M.: Lücken in der Psychologiegeschichtsschreibung: Das Beispiel J. N. Tetens. Eine Zitatanalyse. Psychologie und Geschichte 2, 90-95 (1990).

Müller-Brettel, M.: Der Beitrag der Psychologie zur Friedensforschung und Friedenspolitik. In: Bericht über den 37. Kongreß der Deutschen Gesellschaft für Psychologie in Kiel 1990, Vol. 2, Ed. D. Frey. Hogrefe, Göttingen (in press).

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Tasche, K.: Erziehungswissenschaft - Eine heterogene Disziplin? Zur These der prägenden Wirkung der Herkunftsdisziplin bei Hochschullehrern des Fachs Pädagogik. Empirische Pädagogik (in press).

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Zeiher, H.: Alltägliche Kindheit – Veränderungen der kindlichen Lebensbedingungen in den letzten 40 Jahren. In: Kinder im Mittelpunkt, Ed. C. Posch. Tyrolia, Innsbruck/ Wien 1990, 37–52.

Zeiher, H.: Kindheit: Organisiert und isoliert. Psychologie Heute 17, 2, 20–27 (1990).

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Zeiher, H.: Organisationsmuster für das Miteinander-Spielen. In: Pädagogik des Spiels – eine Zukunft der Pädagogik?, Eds. G. Wegener-Spöhring, W. Zacharias. Pädagogische Aktion, München 1990, 28–33.

Zeiher, H.: Eigenes Leben der Mütter – eigenes Leben der Kinder? In: Vom Regen in die Traufe: Frauen zwischen Beruf und Familie, Eds. K. U. Mayer, J. Allmendinger, J. Huinink. Campus, Frankfurt a.M./New York (in press).

Zeiher, H. and H. J. Zeiher: Von Insel zu Insel. Kinderschutz aktuell 2, 7–8 (1990).

Zeiher, H. and H. J. Zeiher: Wie Kinderalltage zustande kommen. In: Kinderwelten, Ed. C. Berg. Suhrkamp, Frankfurt a.M. (in press).

Zeiher, H. J.: Fernsehen oder nicht fernsehen? Eigeninitiative in Handlungsentscheidungen. In: Selbständigkeit für Kinder – die große Freiheit? Kindheit zwischen pädagogischen Zugeständnissen und gesellschaftlichen Zumutungen, Eds. U. Preuss-Lausitz, T. Rülcker, H. Zeiher. Beltz, Weinheim 1990, 126–145.

Zeiher, H. J.: Die Zeitdimension in der Sozialökologie: theoretische und empirische Perspektiven. In: Familiale Lebenslagen und Sozialisation, Ed. L. A. Vaskovics. Enke, Stuttgart (in press).

Doctoral Thesis

Grundmann, M.: "... Ich habe lange Jahre (...) nicht gewußt, wohin ich eigentlich gehöre ...". Individuelle Entwicklung und Sozialstruktur des Lebensverlaufs. Free University of Berlin 1990.

Diploma (Master's) Theses

Albers, P.: Streit unter Kindern. Eine Auswertung qualitativer Beobachtungen in einer vierten Grundschulklasse. Free University of Berlin 1990.

Büchel, A.: Strategien der Selbstdarstellung. Eine Typologie von Strategien der Selbstdarstellung bei Kindern einer vierten Berliner Grundschulklasse. Free University of Berlin 1990.

Doerfel, D. and S. Wisniewski: Untersuchung zur Persönlichkeitsentwicklung bei Vorschulkindern am Beispiel einer strukturierten Familieninteraktion. Free University of Berlin 1990.

Hainke, H.: Arbeitsmarktsegmentation und Rentenzugang. Eine empirische Analyse des Rentenzugangsalters von Männern in den Jahren 1957 bis 1987 mit den Daten des Sozio-Ökonomischen Panels. Free University of Berlin 1990.

Wiegner, R.: Verweigerte Hilfen. Aus dem Alltag zehnjähriger Grundschüler. Free University of Berlin 1990.

6. Research Scientists (1990)

Allmendinger, Jutta (Ph.D., 1989 [social sciences], Harvard University): International comparative studies on the institutionalization of life-span development; mobility research; changes in employment and family work.

Baltes, Paul B. (Dr. phil., 1967 [psychology], University of the Saarland; Fellow of the Max Planck Society; Member of the Board of Directors of the Institute; Professor of Psychology, Free University of Berlin): Life-span developmental psychology; theory, method, history; the aging mind; strategies of self-regulation and successful aging; social change and individual development.

Baumert, Jürgen (Dr. phil., 1968, University of Tübingen; habil., 1982 [education], Free University of Berlin): Sociology of education; research in learning and instruction.

Baumgarten, Jürgen (Dr. phil., 1973 [German], Free University of Berlin, head of the Editorial and Publications Unit): History of ideas and culture in Central and Eastern Europe.

Blossfeld, Hans-Peter (Dr. rer.pol., 1984, University of Mannheim; habil., 1987 [sociology], Free University of Berlin): Sociology of education; sociology of adolescents; sociology of the job market, occupations, and professions; life-course sociology; social stratification and mobility research; statistical methods; quantitative, empirical social research (on leave of absence).

Brückner, Erika (Dipl.-Psych., 1949 [psychology], University of Leipzig): Methods of survey research, development of research procedures, quasi-experimental techniques; methodology of life-course research; problems of retirement and pensions.

Damerow, Peter (Dr. math., 1977 [mathematics], University of Bielefeld): Cognitive psychology; history of science; classical German philosophy; mathematical modeling in the sciences; didactics of mathematics.

Dittmann-Kohli, Freya (Dr. phil., 1972 [psychology], Free University of Berlin): Life-span developmental psychology; psychogerontology; social cognition and self-concept; cultural and historical psychology.

Edelstein, Wolfgang (Dr. phil., 1962 [medieval studies], University of Heidelberg; Fellow of the Max Planck Society; Member of the Board of Directors of the Institute; Honorary Professor at the Free University of Berlin [education]): Child development and socialization; conditions of performance in individual development; social change and mechanisms of social evolution; curriculum, instruction, and development of systems of knowledge.

Fabich, Falk (Second state examination, 1975 [jurisprudence], Berlin, head of Institute's administration): History and sociology of science.

Fuchs, Jochen (Dipl.-Pol., 1981; Second State Examination, 1984 [jurisprudence], Berlin; Dr. phil., 1989 [political science], Free University of Berlin): Constitutional and educational law; legal sociology; political systems; European integration.

Grund, Peter (Dipl.-Inform., 1981 [computer science], Technical University of Berlin), member of the Computing Services Unit: Statistical software and database management systems.

Grundmann, Matthias (Dipl.-Soz., 1986 [sociology], Polytechnic University Duisburg): Doctoral thesis "Historical influences, social change and family formation in childhood on individual development opportunities in German birth cohorts."

Händle, Christa (Dr. phil., 1977 [sociology], University of Bremen): Institutional conditions of learning; "hidden curriculum" of educational institutions; professionalization of teaching.

Hartung, Dirk (Dr. rer.pol., 1973 [sociology], University of Bremen): Sociology of occupations and education; labor market and occupational research on the connections between educational training and employment; research on qualification; labor-market projections; educational policy.

Heckhausen, Jutta (Ph.D., 1984 [psychology], University of Strathclyde, Glasgow): Life-span developmental psychology; normative conceptions of lay persons about development in childhood, adolescence, and adulthood; instructional and self-directive action in developmental contexts; development-related planning and biographical reconstruction.

Hess, Jürgen (Dr. phil., 1982 [sociology], Free University of Berlin), head of the Computing Services Unit: Interaction between data processing and empirical social sciences.

Hoerning, Erika M. (Dr. rer.pol., 1977 [sociology], Free University of Berlin): Biographies; life trajectories and society; generation.

Hofmann, Volker (Dipl.-Psych., 1989 [psychology], Free University of Berlin): Methodology and theory of science; socialization and development; theories of interaction in social and environmental psychology; clinical psychology and counseling; developmental psychology; developmental psychopathology; longitudinal research methods; data administration.

Hopf, Diether (Dipl.-Psych., 1965; Dr. phil., 1969; habil., 1975 [education], Free University of Berlin; Professor at the Free University of Berlin [education]): Grouping in education; educational diagnostics, teacher conduct and teaching methods; problems of foreign children in German schools.

Huinink, Johannes (Dr. rer.soc., 1986 [sociology], University of Bielefeld): Multilevel modeling; family formation processes; statistical methods.

Keller, Monika (Dr. phil., 1974 [psychology], University of Heidelberg): Social cognition; moral development and ethics; ego development; development and socialization.

Kliegl, Reinhold (Ph.D., 1982 [psychology], University of Colorado): Cognitive and intellectual development in adulthood; microgenesis of cognitive skills; developmental methodology.

Köhler, Helmut (Dr. phil., 1975 [educational economics], Technical University of Berlin), head of the Social and Educational Statistics Unit: Quantitative analyses of the development of enrollment rates in education; prognoses of supply and demand for teachers; women in the educational system; children of foreign employees in Germany.

Krais, Beate (Dr. rer.pol., 1977 [sociology], Free University of Berlin): Vocational and university training; economics of education; educational and societal development.

Krappmann, Lothar (Dr. phil., 1969 [sociology], Free University of Berlin; Honorary Professor at the Free University of Berlin [education]): Theories and research on social interaction and identity; socialization in the family and in peer groups; school and instruction as a field for social interaction; qualitative research methods.

Kreppner, Kurt (Dr. phil., 1969 [psychology], Technical University of Darmstadt): Socialization within the family; family development; social development in infancy and adolescence; methodological issues in the study of human interaction.

Lappe, Lothar (Dr. phil., 1980 [sociology], University of Frankfurt a.M.): Industrial sociology; analysis of workplaces and working conditions; employment of women; occupational socialization.

Lempert, Wolfgang (Dr. phil., 1961 [sociology], University of Göttingen; habil., 1967 [education], Free University of Berlin; Special Professor at the Free University of Berlin [education]): Sociology of vocational teachers; vocational training of apprentices; occupational socialization of skilled workers; development of moral judgment.

Lenhardt, Gero (Dr. rer.pol., 1974, University of Konstanz; habil., 1983 [sociology], University of Frankfurt a.M.): Theories of general societal development; state intervention; relations between the educational system and the labor market; research on minorities.

Leschinsky, Achim (Dr. phil., 1976, University of Hamburg; habil., 1983 [education], Free University of Berlin): History of education; sociology of education; pedagogical interactions in school and instruction.

Mayer, Karl Ulrich (Dr. rer.soc., 1973, University of Konstanz; habil., 1977 [sociology], University of Mannheim; Fellow of the Max Planck Society; Member of the Board of Directors of the Institute; Honorary Professor at the Free University of Berlin): Social inequality and mobility; comparative analysis of social structure; methods in empirical social research; sociological life-course research.

Müller-Brettel, Marianne (Dipl.-Psych., 1971 [psychology], Free University of Berlin), member of the Library and Research Documentation Unit's scientific staff: Scientific communication; information systems.

Naumann, Jens (Dr. rer.pol., 1973 [economics], Technical University of Darmstadt; habil., 1989 [general education], Free University of Berlin): Sociology of the international system; sociology of culture; economics of education and research; problems in education, science, and cultural policy of developing African countries.

Oesterreich, Detlef (Dr. phil., 1975 [psychology], Free University of Berlin): Educational research; occupational socialization; authoritarianism and political consciousness.

Oettingen, Gabriele von (Dr. rer.nat., 1986 [biology], University of Munich): The impact of fantasy on behavior, emotion, and health across the life span; cognition and emotion across culture and history; measurement of human interaction and emotion: behavioral, linguistic, and photographic tools.

Roeder, Peter Martin (Dr. phil., 1960; habil., 1966 [education], University of Marburg; Fellow of the Max Planck Society; Member of the Board of Directors of the Institute; Special Professor at the Free University of Berlin [education]): Educational research; history of education; school research.

Rusch-Feja, Diann (Ph.D., 1986 [German]; MLS, 1981 [library science], New York State University at Buffalo), head of the Library and Research Documentation Unit: Scientific communication; information systems; information management; networks; questions of education in library and information-oriented professions; research on reading; research on fairy tales.

Salisch, Maria von (Dipl.-Psych., 1983; Dr. phil., 1989 [psychology], Free University of Berlin): Emotional development in childhood and adolescence; interpersonal relationships; gender differences; health and emotions.

Sang, Fritz (Dr. phil., 1976 [psychology], Free University of Berlin): School research; media research.

Schmitz, Bernhard (Dipl.-Math., 1977; Dipl.-Psych., 1981; Dr. phil., 1984 [psychology], Free University of Berlin): Single case studies; time-series analysis; educational research; television viewing.

Schnabel, Kai-Uwe (Dipl.-Psych., 1989 [psychology], University of Marburg): Empirical methods of social research; research in teaching and learning.

Schoepflin, Urs (Dipl.-Soz., 1975 [sociology], Free University of Berlin), member of the Library and Research Documentation Unit's scientific staff): Scientific communication; sociology of science; history of science; scientometrics.

Schröder, Eberhard (Dr. phil., 1988 [psychology], Technical University of Berlin): Development of cognitive and social competence; neurobiological and anthropological bases of cognition; theories of development; methodology of developmental research; longitudinal research methods.

Schümer, Gundel (Dr. phil., 1977 [education], University of Hamburg): Social conditions of learning processes; theories of instruction and methods of didactic research; development of linguistic and communicative competences in children; instruction and the media.

Schütze, Yvonne (Dr. phil., 1975 [sociology], University of Frankfurt a.M.; habil., 1986 [sociology], University of Göttingen): Family development across the life course; social relations; women's studies.

Smith, Jacqui (Ph.D., 1984 [psychology], Macquarie University, Sydney): Adult intelligence and cognition, especially wisdom and life planning; the self in later life; gerontology; expert knowledge and the acquisition of expertise.

Spiel, Christiane (Dr. phil., 1975 [history]; Mag. rer.nat., 1976; Dr. rer.nat., 1985 [psychology], University of Vienna): Self-concept in adolescents; socialization within the family; cognitive and social development within day-care; development of children with biological risks; note-taking; story schemata; research designs; measurement of change.

Stegelmann, Werner (Dr. phil., 1981 [psychology], Technical University of Berlin): Psychology of thinking and learning; mathematical models.

Trommer, Luitgard (Dipl.-Kfm., 1966 [applied economics], University of Munich), member of the Social and Educational Statistics Unit's scientific staff: Statistical evaluation and analysis on, among others, foreign employees in Germany.

Wagner, Michael (Dr. phil., 1987 [sociology], Free University of Berlin): Life-course research; migration; family sociology.

Zeiher, Hartmut J. (Fil. lic., 1970 [psychology], University of Stockholm): Action in biographical and ecological context; life formation and biography genesis; productive and reproductive thought processes; understanding and production of speech.

Zeiher, Helga (Dr. phil., 1973 [sociology], Free University of Berlin): Social change and individual development; sociological theories of time and space; sociology of childhood.

Emeriti Members of the Max Planck Society

Becker, Hellmut (State examination, 1935 [jurisprudence], University of Kiel; Dr. jur. h.c., 1967, University of Michigan; until 1981: Director of the Institute; Honorary Professor at the Free University of Berlin [sociology of the educational system]): Educational administration; educational politics; educational law; adult education; history of education.

Edding, Friedrich (Dr. phil., 1934 [history], University of Kiel; Dr. rer.pol. h.c., 1981 [economics], Free University of Berlin; until 1977: Director at the Institute; Emeritus Professor at the Technical University of Berlin [educational economics]): Economics of education; vocational training; adult education; relations between institutionalized and informal education.

Goldschmidt, Dietrich (Dr. rer.pol., 1953 [economics and sociology], University of Göttingen; until 1982: Director at the Institute; Member of the Collegium of the School of Divinity in Berlin; Honorary Professor at the Free University of Berlin [sociology]): International comparative sociology of education; research on higher education; sociology of religion, Judaism, anti-Semitism; Third-World development problems.

Postdoctoral Research Fellows

Hatzichristou, Chryse (Ph.D., 1987 [educational psychology], University of California): Social competence, social isolation of children; psycho-social development and scholastic achievement of minorities; school psychology.

Hess, Laura E. (Ph.D., 1990 [human development and family studies], The Pennsylvania State University): Life-span developmental psychology: Family relations and early adolescent competence; transition from school to work; societal variation and individual development.

Jacobsen, Teresa (Ph.D., 1984 [educational psychology], University of California): Cognitive development in cross-cultural perspective; attachment research; cognitive and affective regulations.

Krueger, Joachim (Ph.D., 1988 [psychology], University of Oregon): Stereotyping and intergroup processes; social inference and decision making; life-span development.

Maas, Ineke (Dr., 1990 [sociology], University of Utrecht): Cultural careers; participation in leisure activities in old age; mobility and voting behavior.

Maciel, Anna G. (Ph.D., 1987 [personality and cognitive], University of California, Berkeley): Social cognition and social intelligence; emotion and personality; heuristics and biases in decision making.

Maercker, Andreas (Dr. med., 1986 [medicine], Humboldt University Berlin): Life-span development; existencial knowledge and wisdom; creativity in the life course.

Tooding, Liina-Mai (Dr., 1986 [applied sociology], University of Minsk): Preparation of data for longitudinal Estonian comparative studies in the project: Life course and social development.

Predoctoral Research Fellows

Becker, Rolf (Dipl.-Soz., 1987 [sociology], University of Mannheim): Doctoral thesis "Occupational careers in the private and public sector. A longitudinal study of three birth cohorts in the Federal Republic of Germany."

Freund, Alexandra (Dipl.-Psych., 1989 [psychology], Free University of Berlin): Developmental aspects of personality, self, social cognition; successful aging; adaptivity.

Krampe, Ralf T. (Dipl.-Psych., 1987 [psychology], Ruhr University Bochum): Expertise; cognitive development, acquisition and maintenance of skill; development of exceptional abilities.

Lang, Frieder (Dipl.-Psych., 1987 [psychology], Technical University of Berlin): Life-span development; successful aging; social relationships in adult and old age.

Lauterbach, Wolfgang (Dipl.-Soz., 1989 [sociology], Free University of Berlin): Doctoral thesis on problems and consequences of women's reentry into the labor force with special concentration on reentry after one or more interruptions, relating to family events and job-related structures.

Losert, Annette (Dipl.-Psych., 1989 [psychology], University of Würzburg): Fantasy and its impact on emotion, behavior, mental and physical health across the life span.

Mayr, Ulrich (Dipl.-Psych., 1988 [psychology], Free University of Berlin): Intelligence; cognitive development across the life span; skill acquisition; expertise.

Schellhas, Bernd (Dipl.-Soz., 1982 [sociology]; Dipl.-Psych., 1987 [psychology], Free University of Berlin): Development and socialization of self-cognition and anxiety; measurement of change.

Szydlik, Marc (Dipl.-Pol., 1989) [political science], Free University of Berlin): Doctoral thesis on labor-market structures.

Tasche, Karl (Dipl.-Psych., 1987, Technical University of Berlin): Media research; cluster analysis; multidimensional scaling.

Wensauer, Mirjam (Dipl.-Psych., 1989 [psychology], University of Regensburg): Social relations; friendships across the life span.

Associate Research Scientists (in Associated and Externally Funded Projects and Other Cooperative Forms of Research)

Becker, Günter (Magister, 1987 [education], Free University of Berlin): Moral philosophy; moral psychology (funded by the German Research Foundation, DFG).

Clausen, Gisela (Dr. phil., 1990 [sociology], Technical University of Berlin): Research on aging; empirical social research; theories of action (Project BASE "Berlin Aging Study," Academy of Sciences and Technology in Berlin).

Gilberg, Reiner (Dipl.-Soz., 1990 [sociology], Free University of Berlin): Empirical social research; sociopolitics (Project BASE "Berlin Aging Study," Academy of Sciences and Technology in Berlin).

Henz, Ursula (Dipl.-Math., 1989 [mathematics], University of Trier): Statistical methods; social mobility (funded by the German Research Foundation, DFG).

Hoff, Ernst-Hartmut (Dr. phil., 1977, University of Hamburg; habil., 1983 [developmental and educational psychology], Technical University of Berlin; Professor at the Free University of Berlin [psychology]): Theories and methods of socialization research; work, family, and leisure time; work biography and personality development; control awareness (Free University of Berlin).

Lange-Küttner, Christiane (Dipl.-Psych., 1986 [psychology], Technical University of Berlin): Universality and individual differences in the development of cognitive structures; theories of development; object relations theory (Predoctoral Scholarship from the Friedrich Ebert Foundation, FES).

Lindenberger, Ulman (Dr. phil., 1990 [psychology], Free University of Berlin and Max Planck Institute for Human Development and Education, Berlin): Development of intelligence across the life span; cognitive aging; structure of intelligence (Project BASE "Berlin Aging Study," Academy of Sciences and Technology in Berlin).

Nuthmann, Reinhard (Dr. rer.pol., 1973 [sociology], University of Bremen): Aging and social development; education and occupation; individual and structural aspects of educational and occupational development (Project BASE "Berlin Aging Study," Academy of Sciences and Technology in Berlin).

Oswald, Hans (Dr. phil., 1965 [sociology], University of Freiburg; Professor at the Free University of Berlin [educational sociology]): Socialization research; sociology of youth; juvenile delinquency; interaction in the school; theories of interaction (Free University of Berlin).

Reuss, Siegfried (Dr. phil., 1981 [education], University of Hamburg): Moral philosophy, moral psychology and moral education (funded by the German Research Foundation, DFG).

Schonig, Bruno (Dr. phil., 1971 [education], Free University of Berlin; Professor at the Technical University of Berlin [history of education]): History of educational reform; history of the socialization of the teaching profession; oral history (Technical University of Berlin).

Schuster, Beate (Dipl.-Psych., 1989 [psychology], Free University of Berlin): Sociocognitive development (funded by the German Research Foundation, DFG).

Staudinger, Ursula M. (Dr. phil., 1988 [psychology], Free University of Berlin and Max Planck Institute for Human Development and Education, Berlin): Life-span developmental psychology; self and personality in old age; life experience as a knowledge system; social-cognitive study of life review (Project BASE "Berlin Aging Study," Academy of Sciences and Technology in Berlin).

Uhlendorff, Harald (Dipl.-Psych., 1990 [psychology], University of Göttingen): Sociocognitive development (funded by the German Research Foundation, DFG).

Weiss, Karin (Dipl.-Päd., 1976 [education], Free University of Berlin): Deviance research; sociocognitive development (funded by the German Research Foundation, DFG).